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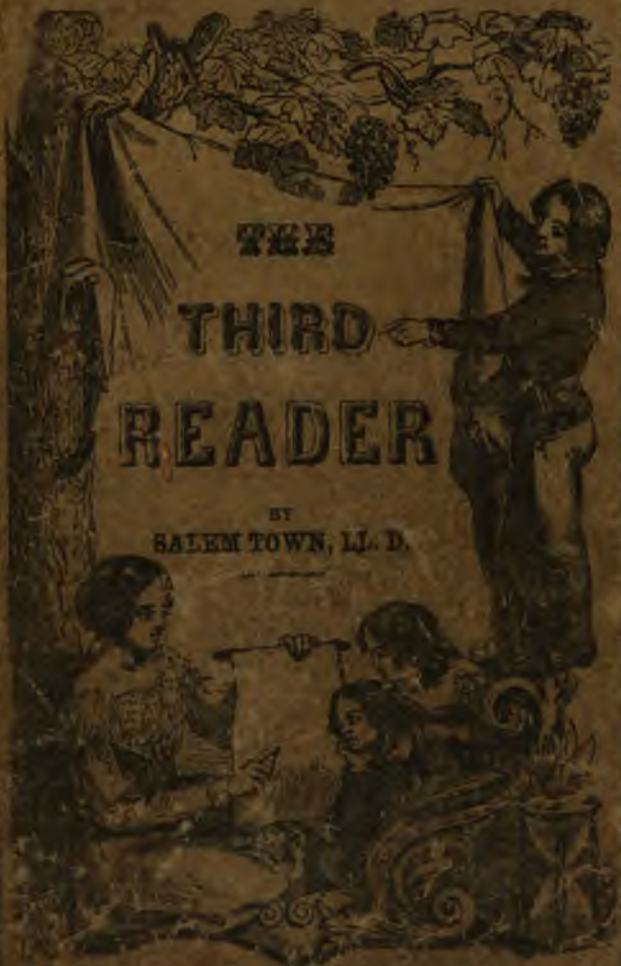

THE THIRD READER

BY

SALEM TOWN, LL. D.

PORTLAND, [illegible]
PUBLISHED BY FRANCIS BLAKE.
1845.

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REVISED EDITION.

THE

THIRD READER,

CONSISTING OF INTERESTING AND

PROGRESSIVE LESSONS.

BY SALEM TOWN, LL. D.

PORTLAND:
PUBLISHED BY FRANCIS BLAKE.

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PREFACE.

LANGUAGE long since became the universal medium through which to receive and impart ideas. Hence, it may be termed the treasury of knowledge, and of truth, from whose abundant stores are derived, mainly, our social happiness and intellectual pleasures. To have a correct understanding of *language*, therefore, is of the highest importance, as it will give us access to those various fountains of knowledge whose myriad streams have hitherto fertilized the intellectual world.

The *words*, however, of which language is composed, are but the *signs* of ideas. Hence, in learning to read or pronounce the words of any language, little benefit is derived, unless we possess the ability to perceive those ideas, for which such words stand. The ultimate object, then, of learning words, should be to acquire thereby a clear understanding of the ideas imparted by them, when correctly used.

This Reader is designed for the middle class of pupils in our public schools, and is so arranged as to have a special bearing on the point to which we have just referred. Part I. embraces full and important exercises in Articulation, a few of the most simple Rules relating to other prominent principles of Elocution, and furnishes a complete introduction to the system of Rules in the Fourth Reader of this series.

Part II. contains *exercises* for reading. These exercises are of such a character as to be easily understood by the scholars for whom they have been prepared, and are characterized by a purity of language and sentiment, and a sprightly and attractive style. Each lesson is *preceded* by words for *spelling*

and *defining*,—a few of the most common *errors* in pronunciation, and an occasional reference to the principles embodied in Part I.; and *followed* by appropriate questions on the subject matter of the piece.

It would seem hardly possible for the faithful Teacher to make use of all these means for the improvement of his pupils, without securing the most beneficial and satisfactory results.

We therefore offer this Reader to a generous public, not flattering ourselves that it is above criticism — but still hoping that it may be found as well adapted to the wants of those for whom it has been prepared, as a book of this kind can well be, and that its use in our public schools may subserve the cause of popular education.

S. TOWN.

SUGGESTIONS TO TEACHERS.—The words to be spelled and defined in Part II., and the errors to be avoided, are selected from the Reading Lesson following, and the figures standing opposite each, denote the *paragraph* in which such words occur. The figures introduced with the questions, denote the paragraphs in which the *answers* may be found.

When a local definition is given to any word used in the lesson, such definition is inclosed in a *parenthesis*, that the pupil may understand it to be some *peculiar*, and not the *general* import of the word.

It is recommended that the class be exercised in spelling and defining as many words in addition to those selected, as time will allow, and that the subject of each lesson, and the principles of Part I., be enforced by more or less questions in addition to those given.

It is also *earnestly* recommended that the class be exercised from time to time, on the *Tables* and *Rules* of Part I., until the principles are clearly understood, and can be correctly and intelligently applied in reading the Lessons of Part II.

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PART I.

GENERAL DIVISIONS.

I. ARTICULATION.
II. ACCENT.
III. EMPHASIS.
IV. INFLECTION.
V. MODULATION.

SECTION I.

ARTICULATION.

ARTICULATION consists in giving to every letter its appropriate sound, and to every syllable and word a proper and distinctive utterance.

Explanation of Terms and Characters.

1. In the following tables the alphabet is divided into vocals, sub-vocals and aspirates. Vowels and diphthongs are vocals. Consonants are sub-vocals or aspirates.

2. This mark (¯) over *a*, *e*, *i*, *o* and *u*, denotes their long sound as heard in the words *ale*, *eat*, *ice*, *ode*, *sue*. The short sound of the vocals is not marked.

3. This mark (˘) over *e*, *i* and *o*, denotes their sound as heard in the words *her*, *sir*, *love*.

4. This mark (¨) over *a*, denotes its flat or Italian sound, as heard in the word *far*.

5. This mark (..) under *a*, denotes its broad sound, as heard in the word *ball*.

6. This mark (¨) over *o*, denotes its sound as heard in *move*.

7. This mark (..) under *u*, denotes its sound as heard in *full*.

8. This mark (_) under *e*, denotes its sound as heard in *vein*.

9. C sounded like *k*, is marked thus, c̣.

10. G sounded like *j*, is marked thus, ġ.

11. Th, when a sub-vocal, is marked thus, TH.

12. Ch, sounded like *sh*, is marked thus, c̄h.

EXERCISE I.

Table of the Elementary Sounds.

NOTE. First pronounce the word combining the element, clearly and forcibly, and then the element by itself; as, *ale*, *ā*.

The teacher, however, can vary the exercise according to his own judgment.

	Name.	Power.	Element.
	VOCALS.		
1	A	Ale	Ā
2	A	Arm	Ä
3	A	All	Ạ
4	A	At	A
5	E	Eat	Ē
6	E	Bet	E
7	I	Ice	Ī
8	I	It	I
9	O	Ode	Ō
10	O	Do	Ö
11	O	Ox	O
12	U	Sue	Ū
13	U	Up	U
14	U	Full	Ụ
15	Ou	Out	Ou
	SUB-VOCALS.		
16	B	Ebb	B
17	D	Odd	D
18	G	Egg	G
19	J, Ġ	Jet	J
20	L	Ill	L

	Name.	Power.	Element.
	SUB-VOCALS.		
21	M	Him	M
22	N	Run	N
23	R	Bur	R
24	V	Ev	V
25	W	Woe	W
26	Y	Yet	Y
27	Z	Buzz	Z
28	Z	Azure	Z
29	Th	Thy	TH
30	Ng	Sing	Ng
	ASPIRATES.		
31	P	Up	P
32	T	It	T
33	K, C	Ark	K
34	Ch	Much	Ch
35	H	He	H
36	F	If	F
37	Wh	When	Wh
38	S, C	Sin	S
39	Sh	Fish	Sh
40	Th	Thin	Th

EXERCISE II.

Table of Substitutes.

Note. The following is a list of letters or characters frequently used as substitutes, to represent several of the elements as given in the preceding table. The learner should first name the substitute, then the element it represents, and the example in which it is combined.

Vocal Substitutes.

ei	for	ā	as in	Veil
ey	"	ā	"	They
o	"	a̤	"	Oft
ou	"	a̤	"	Cough
i	"	ē	"	Marine
a	"	e	"	Any
u	"	e	"	Bury
y	"	ĭ	"	Spy
y	"	i	"	Hymn
e	"	i	"	English
o	"	i	"	Women
u	"	i	"	Busy
ew	"	ō	"	Sew
eau	"	ō	"	Beau
a	"	o	"	What
ew	"	ū	"	New
iew	"	ū	"	View
e	"	u	"	Her
i	"	u	"	Sir
o	"	u	"	Son
o	"	ṳ	"	Wolf
oo	"	ṳ	"	Wool
u	"	w	"	Suasion
i	"	y	"	Onion

Sub-vocal and Aspirate Substitutes.

ph	for	f	as in	Phrase
gh	"	f	"	Laugh
d	"	j	"	Soldier
g	"	j	"	Gem
c	"	k	"	Cat
ch	"	k	"	Chord
gh	"	k	"	Hough
q	"	k	"	Quart
c	"	s	"	Cent
f	"	v	"	Of
ph	"	v	"	Stephen
c	"	z	"	Suffice
s	"	z	"	His
x	"	z	"	Xanthus
n	"	ng	"	Sink
c	"	sh	"	Ocean
c	"	sh	"	Social
s	"	sh	"	Sure
ch	"	sh	"	Chaise
s	"	sh	"	Passion
t	"	sh	"	Notion
t	"	ch	"	Bastion
s	"	zh	"	Osier
x	"	gz	"	Exact

EXERCISE III.

Table of Combinations.

NOTE. This table is believed to present a synopsis of all the elementary combinations. Each vocal element is combined in words with all the sub-vocals and aspirates with which it is known to combine in the language. It will be found a very useful and interesting exercise for the class to pronounce these combinations in concert, with an explosive and forcible utterance, or in any other way the teacher may prefer.

1st. The sound of ā; as in bate, date, fate, gate, hate, jane, kale, lade, mate, nape, pate, rate, sate, tame, vane, wave, yea, gaze, chain, thane, lathe, shape, whale.

2d. ä; as in bar, dark, far, garb, hark, jar, car, lark, mar, nard, par, raft, salve, tar, vast, waft, yarn, czar, char, lath, father, sharp.*

3d. a̱; as in ball, dawn, fall, gall, hall, jaw, kaw, law, mall, gnaw, pall, raw, saw, tall, vault, wall, yawl, gauze, chalk, thaw, shawl, wharf.

4th. a; as in bat, dash, fat, gat, hat, jam, cat, lad, mat, nap, pat, rat, sat, tan, van, wax, yam, adz, chap, sang, thank, that, shall, whack.

5th. ē; as in be, deep, feet, geese, he, jeer, key, lee, me, need, pete, reel, see, teem, veer, we, ye, zeal, cheer, three, thee, she, wheel.

6th. e; as in bet, den, fen, get, hen, jet, ken, let, met, net, pet, rest, set, ten, vex, wet, yet, zed, check, theft, then, shed, when.

7th. ī; as in bite, dine, fine, guide, hive, gibe, kite, line, mine, nine, pine, ripe, site, tine, vine, wine, size, chime, thigh, thine, shine, white.

8th. i; as in bit, din, fin, glib, hit, jib, kit, lit, mix, nit, pin, rip, sit, tin, vill, wit, zinc, chin, sing, thin, with, shin, whit.

9th. ō; as in bolt, dome, foe, go, hole, joke, coke, lone, mote, note, pole, rope, sole, tone, vote, wove, yoke, zone, choke, throe, those, shoal.

10th. o͞o; as in boot, do, food, group, hoot, croup, lose, move, noose, prove, roost, soup, too, woo, ooze, ouch, tooth, booth, shoe.

* Worcester regards the sound of *a* in the words raft, vast, waft, lath, intermediate between that of *a* in fat, and *a* in far.

11th. o; as in bot, dot, fox, got, hot, jot, cot, lot, mop, not, pop, rot, sot, ton, novel, wot, yon, zocco, chop, song, throb, pother, shot, whop.

12th. ū; as in brute, due, fume, glue, hue, june, cue, lute, mute, nude, pule, rule, sue, tune, yule, zumic, truth, sure.*

13th. u; as in but, dust, fun, glut, hut, just, cull, lull, must, nut, pur, rut, sup, tun, vulgar, yug, buzz, chub, sung, thumb, thus, shut, whur.

14th. u̯; as in bush, pudding, sugar, could, full, pull, puss, put, would, butcher, should.

15th. ow and ou; as in bow, down, fowl, gout, how, jounce, cow, loud, mount, noun, pout, rout, south, town, vouch, wound, chouse, mouth, thou, shout.

EXERCISE IV.

Combinations of the Sub-vocals and Aspirates.

NOTE. The following exercises in the sub-vocal and aspirate elements of difficult utterance, embrace a great variety of their combinations; and are so arranged that the class can pronounce them either in concert or individually. Both ways are recommended. The italic letters denote the combinations, whose elements are to be clearly and distinctly uttered. It is strongly urged upon the teacher, frequently to exercise his class in *this*, and all the foregoing tables.

1. Pro*be*, pro*bes*, pro*b'd*, pro*b'dst*, pro*b'st*; bub*ble*, bub*bles*, bub*bl'd*, bub*bl'dst* bub*bl'st*; *br*ine, *br*ight; fie*dge*, fie*dg'd*; cra*dle*, cra*dles*, cra*dl'd*, cra*dl'dst*, cra*dl'st*.

2. Gla*d*, gla*dd'n*, gla*dd'ns*, gla*dd'n'd*; *dr*eam, *dr*ive; ami*d*, ami*dst*; brea*dth*, brea*dths*; dee*ds*, wee*ds*; baf*fle*, baf*fles*, baf*fl'd*, baf*fl'dst*, baf*fl'st*.

3. Sti*ff*, sti*ff'n*, sti*ff'ns*, sti*ff'n'd*; *fr*iend, *phr*ensy; whi*ffs*, puf*f'st*; fi*fth*, fi*fths*; li*ft*, li*fts*, li*f'st*; dig, dig*s*, dig*g'd*, dig*g'dst*, dig*g'st*.

4. *Gl*ee, *gl*eam; ming*le*, ming*les*, ming*l'd*, ming*l'dst*, ming*l'st*; *gr*ain, *gr*ief; *cl*an, *cl*iff; spar*kle*, spar*kles*, spar*kl'd*, spar*kl'dst*, spar*kl'st*; blac*k*, blac*k'n*, blac*k'ns*, blac*kn'd*, blac*k'n'dst*

---

* In the words rule, truth, sure, Worcester sounds the u the same as *o* in move.

5. *C*rime, *c*rick; ro*ck*, ro*ck'd*, ro*cks*, ro*ck'st*; a*ct*, a*cts*, a*ct'st*; bu*lb*, bu*lbs*; ho*ld*, ho*lds*, ho*ld'st*; twe*lfth*, bi*lge*, bi*lg'd*; mi*lk*, mi*lks*, mi*lk'd*; whe*lm*, whe*lms*, whe*lm'd*, whe*lm'st*.

6. He*lp*, he*lps*, he*lp'd*, he*lpd'st*; fa*lse*, fa*ll'st*; he*alth*, he*alths*; me*lt*, me*lts*, me*lt'st*; so*lve*, so*lves*, so*lv'd*, so*lv'st*; fee*ls*, whee*ls*; see*ms*, see*m'd*, see*m'st*, see*m'dst*; triu*mph*, triu*mphs*, triu*mph'd*.

7. Thu*mp*, thu*mps*, thu*mp'st*; pro*mpt*, pro*mpts*, pro*mpt'st*; be*nd*, be*nds*, be*nd'st*; wi*ng*, wi*ngs*, wi*ng'd*, wi*ng'st*; tha*nk*, tha*nks*, tha*nk'd*, tha*nk'st*; ra*nge*, ra*ng'd*; mi*nce*, mi*nc'd*; fli*nch*, fli*nch'd*.

8. Mo*nth*, mo*nths*; wa*nts*, wa*nt'st*; ma*n's*, *pl*ans; ri*pple*, ri*ppl's*, ri*ppl'd*, ri*ppl'dst*, ri*ppl'st*; dee*p'n*, dee*p'ns*; *pr*ince, *pr*ance; ho*pes*, ho*p'st*, ho*p'd*; de*pth*, de*pths*; cu*rb*, cu*rbs*, cu*rb'd*, cu*rb'dst*, cu*rb'st*.

9. Gua*rd*, gua*rds*, gua*rd'st*; dwa*rf*, dwa*rfs*; u*rge*, u*rg'd*; ma*rk*, ma*rks*, ma*rk'd*, ma*rk'dst*, ma*rk'st*; fu*rl*, fu*rls*, fu*rl'd*, fu*rl'st*; *f*orm, *f*orms, *f*orm'st, *f*orm'd, *f*orm*d'st*; scorn, scorns, scorn'd, scorn'dst, scorn'st.

10. Ha*rp*, ha*rps*, ha*rp'd*; pierce, pier*c'd*; bu*rst*, bu*rsts*; hu*rt*, hu*rts*, hu*rt'st*; he*arth*, he*arths*; ma*rch*, ma*rch'd*; cu*rve*, cu*rv'd*, cu*rv'st*, cu*rv'dst*; spea*rs*, *sph*eres, *sh*rill, *sk*ill; ba*sk*, ba*sks*, ba*sk'd*, ba*sk'st*.

11. N*estle*, ne*stles*, ne*stl'st*; lis*t'n*, lis*t'ns*, lis*t'n'd*, lis*t'n'st*; *spar*, *spl*een, *spr*ay; li*sp*, li*sps*, li*sp'd*; *st*and, *str*and; re*st*, re*sts*, re*st'st*; len*gth*, len*gths*, len*gth'n*, len*gth'n'd*, len*gth'n'dst*; *th*rive, wri*the*, wri*thes*, wri*th'd*, wri*th'st*; ra*ttle*, ra*ttles*, ra*ttl'd*, ra*ttl'st*, ra*ttl'dst*.

12. Sweet*'n*, sweet*'ns*, sweet*'n'd*; wa*tch*, wa*tch'd*, wa*tch'dst*; shou*t*, shou*t'st*; cra*v'd*, cra*v'dst*; ra*v'l*, ra*v'ls*, ra*v'l'd*; sev*'n*, sev*'ns*, sev*'nth*; wa*ves*, wa*v'st*, ga*z'd*; puzzle, puzzles, puzz*l'd*, puzz*l'dst*, puzz*l'st*; reas*'n*, reas*'ns*, reas*'n'd*, reas*'n'st*.

EXERCISE V.

Special Rules in Articulation.

NOTE. The main defects in articulation lie in such errors as are specified under the following rules. They are to a great extent common, especially in familiar conversation. It will, therefore, be all important that the teacher keep them before his pupils by frequent reference, as well as exercise.

RULE 1. Avoid pronouncing *ow* like *er;* as, *Holler* for *hollow*, &c.

PRONOUNCE THE FOLLOWING. Follow, window, pillow, meadow, fellow, sparrow, widow, harrow, callow, shallow, furrow, yellow.

RULE 2. Avoid pronouncing *ing* like *in;* as *Readin* for *reading*, &c.

PRONOUNCE THE FOLLOWING. Spelling, speaking, writing, parsing, drinking, eating, playing, walking, running, singing, laughing, painting.

RULE 3. Avoid pronouncing *ment* like *munt;* as, *Governmunt* for *government*, &c.

PRONOUNCE THE FOLLOWING. Judgment, decampment, equipment, resentment, amendment, advancement, contentment, refreshment, debasement, allurement, enticement, commitment.

RULE 4. Avoid suppressing letters in pronunciation; as, *Prvent* for *prevent*, &c.

PRONOUNCE THE FOLLOWING. Promote, proceed, predict, prevail, precise, preserve, profane, profess, provide, profound, pronounce.

RULE 5. Avoid substituting the sound of one letter for that of another; as, *Popelous* for *populous*, &c.

PRONOUNCE THE FOLLOWING. Regular, educate, singular, stimulate, articulate, desolate, eloquence, corroborate, perpendicular, ignorance.

RULE 6. Avoid suppressing syllables in pronunciation; as, *Histry* for *history*, &c.

PRONOUNCE THE FOLLOWING. Interest, utterance, salary, library, conference, literature, temperance, geography, medicine, foliage, reference, sufferance, different.

RULE 7. Avoid joining the last letter of a word with the one following; as, *A nice* house, for *an ice* house, &c.

READ THE FOLLOWING SENTENCES. That last still night. He can debate on either side of the question. Who ever imagined such an ocean to exist.

QUESTIONS. What is articulation? Under how many special rules is it treated? What is the first? Give several examples. What is the 2d rule? Give examples of the error and its correction. Repeat the examples given under it. What is the 3d rule? Give the examples under it. Repeat rule 4th. Pronounce the words given under it. What is the 5th rule? Will you pronounce the words given under it? What is the 6th rule? Will you pronounce the list of words given under it? What is the 7th rule? Is that an important rule? Will you read all the sentences both correctly and incorrectly?

SECTION II.

ACCENT.

ACCENT is a more forcible utterance of some one syllable in a word, so as to distinguish it from others.

Accent is marked thus (′), as in mat′-ron.

RULE. Each syllable on which accent falls must be marked by its proper and distinctive stress.

EXERCISE I.

Words accented on the first syllable.

Na′-tion, sta′-tion, ra′-tion, mo′-tion, no′-tion, ab′-sent, ac′-cent, ac′-tion, ad′-der, ap′-ple, chap′-ter, clat′-ter.

NOTE. In this and the following exercises, some of the words which illustrate the rule are spaced.

THE ROBIN.

1. IN a very severe winter, when there was a great quantity of snow on the ground, and it was difficult for the birds to find any thing to eat, a gentleman allowed his children to get crums of bread, small seeds, and some grain, to feed them at the parlor window.

2. The sparrows, and several other birds used to come in a great hurry and pick up the food as fast as possible. When they were satisfied and were gone away, there came a pretty little robin that picked about for the crums they had left.

3. He always hopped up close to the window, and turned his head and looked in so prettily, that he soon became a favorite with the children. When they saw him coming, therefore, they opened the window, and put out a few fresh crums for him.

4. As they grew more fond of him every day, it was not long before they left the window open for a little while to see him eat, and went back a few steps that he might not be frightened.

5. The little robin very soon hopped over the edge of the window, and turned his eye toward the children. Then he hopped a little further, and gave another look at them. They were so much pleased at this, that they began to laugh, and the robin being frightened, flew away.

6. The next day they left the window open again, and in he came. The children were very still, and he came further into the room, and stayed some time.

7. At last he became so tame that he chose to stay in the room; he would eat crums out of the children's hands, and hop upon their shoulders or heads, and seemed to be quite at home. He continued in the house until warm weather, and then flew away to the woods.

QUESTIONS. What is accent? How do you describe the character that marks it? What is the rule? Pronounce the words under it. For what are the words spaced in this exercise? Which is the first? On what syllable does the accent fall? Point out the next six words, and tell on which syllable the accent falls in each word.

EXERCISE II.

Words accented on the second syllable.

Ap-pear′, en-dear′, de-feat′, re-peat′, re-veal′, con-ceal′, com-mit′, com-pel′, com-mix′, be-fall′, re-call′, in-stall′.

THE MORE LOVE THE BETTER PLAY.

1. PETER and Philip were driving hoop, and each was striving with all his might to drive his hoop further than the other. Away they went with great speed for twenty rods, and Peter thought he had gained several feet.

2. Just then a cow stepped into the path, before Peter, and stopped his hoop. He was so angry that he beat the cow with his bat, and then threw stones at her. Philip passed on and won the race.

3. Why was Peter angry with the cow, and why was he so cruel as to beat her, when she meant no harm? Because he was *selfish*. He was trying to please no one but himself; and *self* hates every thing that comes in its way.

4. "Come," said Peter, "that was not fair; we will try again." So they started again, but had not gone far when Philip's hoop broke. He had felt pleased when the cow stopped Peter, and now he was greatly vexed at his own ill luck.

5. Peter won the game, and called out loudly—"A fair beat, a fair beat." But Philip contended that it was not fair; and so they disputed about it with many hard words, till they felt very unkindly toward each other.

6. Thus both were made u n k i n d and unhappy by their selfishness. Each wished to conquer the other, and neither could patiently bear any opposition. At length they a g r e e d to try once more. Philip took a new hoop, and Peter looked carefully at his own, and found that it was strong. There were neither cows nor any other things in the way, and each felt confident of the victory.

7. They both strove with all their might, and kept side by side for more than forty rods, w i t h o u t its appearing that either had gained of the other.

8. The road was narrow, and each had tried hard to keep his hoop close to his own side; but at this place both hoops turned a little toward the middle of the road, which caused their bats to hit each other, and then the hoops met and were entangled, and stopped together.

9. Each boy flew into a rage, and instantly charged the fault upon the other; and they b e g a n to beat each other. After two or three hard blows they were both tired of this part of the game, and each took his hoop and marched toward home, crying and scolding, and saying, "I 'll never play with you a g a i n, so long as I live."

10. When Philip and Peter had gone, two other boys, named Moses and Nathan, came along to drive hoop. Moses was ten years old, and Nathan was only seven; so Nathan could not drive as fast as Moses, and he often drove his hoop out of the path.

11. Once Moses dropped his bat and the hoop fell; and Nathan then thought that he should win. Moses, however, made haste, and soon overtook Nathan, but he would not pass him. He let his hoop turn a s i d e,

that his little friend might enjoy the pleasure of winning, if he wished it.

12. They both laughed heartily at the good run they had had, and were pleased because they had tried so hard to drive their hoops well; but neither cared which won the game.

13. In this pleasant manner they played an hour; and Moses had more pleasure in showing Nathan how to drive his hoop well, than he would have had in winning all the games in the world.

14. Presently another boy, named John, came along without any hoop. He was as old as Moses, and could drive as well. When he saw that Nathan could not go as fast as Moses, he said, "I guess that Nathan will win half the games, if you will let me drive his hoop."

15. Moses answered that they did not care about winning, but he was willing that any one should drive the other hoop. So they took a fair start, and both tried with all their might.

16. John won the game; but he called it Nathan's, and only praised Nathan and his hoop. Moses also joined in the pleasure, and said he was glad that Nathan had improved so much.

17. At the next trial Moses fairly won the game. "Well," said Nathan, "now, Moses, we are even; I am glad you won this, for you are always so kind, that I should not like to gain more than you do."

18. At the next game John fell down; and Moses stopped short, and gave him another start. Again they tried, and they ran against each other. They went back to the beginning of the race, and

took a fresh start; but the cow came back just in time to stop one of the hoops.

19. They all laughed at these interruptions; and Nathan said the cow ought to learn better manners than to spoil the game.

20. They played very briskly for two hours, w i t h o u t once speaking an ill-word, or feeling unkindly. Each of them won a great many games; but as they cared only to play well and please each other, they kept no a c c o u n t, and neither of them knew which had gained most. When they parted they said they had had a fine play, and they a g r e e d to meet a g a i n on the afternoon of the next holiday.

21. Who cannot see, that the reason why these two boys played so much more pleasantly, and were so much happier than Peter and Philip was b e c a u s e they were not *selfish*?

22. If you carefully notice your feelings when you are at play or at work, you will find that you are patient and kind when you are trying to please others, or to do them good; and that you are fretful and unkind, when you work or play for y o u r s e l f.

23. You will also find that you are happy when you try to make others happy; but that you have no true happiness, when you are trying to make none happy but y o u r s e l f.

QUESTIONS. Repeat the rule for accent. Pronounce the words at the head of the above exercise. On which syllable does the accent fall? For what are the words spaced in this exercise? Which is the first? On which syllable is the accent? Point out other words, and name the syllable on which the accent falls.

EXERCISE III.

Words accented on the third syllable.

In-vi-ta'-tion, cul-ti-va'-tion, el-e-va'-tion, mod-er-a'-tion, or-na-ment'-al, an-te-ced'-ent, o-ri-ent'-al, hor-i-zon'-tal, fun-da-ment'-al, in-ter-mit'-tent, u-ni-vers'-al, prod-i-gal'-i-ty.

THE BROKEN INKSTAND.

1. As Edward and Charles were one day playing in their school-room, a boy by the name of Fellows came in, bringing a little dog that belonged to one of their teachers.

2. "Now," said Fellows, "we will have some rare sport. Here, Fido," said he to the dog, "let us see what you can do;—here, catch this rule." The dog did as he was ordered, to the no small diversion of Edward and Charles.

3. They all engaged eagerly in the sport, and for a long time amused themselves by making Fido jump over a desk which stood in the room, to pick up a glove, or an apple, which they alternately threw to the other side.

4. In the eagerness of their pursuit, they did not perceive that an ink-glass had been carelessly left on the desk by another lad, till, by an unexpected leap, Fido struck his hind feet against it, and, in an instant, it lay in pieces on the floor.

5. Their play immediately ceased; the boys for a

moment looked at each other with much alarm, for they well knew that the teacher, to whom it belonged, was a severe man, and that acts of carelessness frequently incurred an equal punishment with errors of a far more heinous nature.

6. "What can we do?" said Fellows, turning to his companions, as they stood gazing on the sparkling fragments; "what can we do?" "Do!" replied Edward; "we must go instantly, and tell Mr. Smith the whole truth."

7. "What! tell Mr. Smith!" answered Fellows, in astonishment: "why, you would not surely be such a fool, as to get a flogging for such a trifle. Better, by half, shut Fido into the room, and let him suppose it was his puppy that broke it; and he won't flog his own dog, I 'll be bound to say.

8. "So you see, no harm will be done, and the blame will fall where it should, on Master Fido. Fido," he said, patting the dog's long ears, "what say you to a whipping, Master Fido?" "You would not be so mean, surely!" said Charles.

9. "Mean, indeed," answered Fellows, "that 's just like you: always preaching up nursery notions. Let me tell you, young gentleman, when you have seen a little more of the world, you will become wiser.

10. "Besides, I say," he repeated, seeing that Charles was about to reply, "it was his dog that broke it, and I see no reason why we should suffer for his fault."

11. "But, Fellows," said Edward, "evasion is as wrong as positive falsehood. It is true, that it was

the puppy's feet that threw down the glass, but it was you who enticed him into the room; and it was through our carelessness, in not examining the desk, that the accident happened."

12. "Well, Master Wise-sayer," retorted Fellows, "do as you like; but I shall take care how I play again with such mighty men of truth."

13. Notwithstanding the sneer with which this speech was accompanied, and which shook, for a moment, poor Charles' resolution, more than all the arguments which had been used, they went directly to Mr. Smith, generously taking upon themselves the whole blame, and not even alluding to the presence of Fellows at the same time.

14. "My good boys," said Mr. Smith, (who, though a severe, was by no means an unjust man,) "the honor and truth that you have this day evinced, deserve encouragement, instead of blame.

15. "The act of carelessness, will not, I trust, occur again, and I shall therefore pass it over without any further observation, hoping that your example will extend its influence through the school, and ardently wishing that you may ever retain the excellent principles that you have received.

16. "Trifles, my lads, make the sum of human things; trifles often stamp our character through life; and he who disdains falsehood, or even evasion, in a matter of little consequence, may be trusted in things of moment."

17. "Thirty years after this incident took place," said Mr. Smith, "Edward and Charles belonged to the most honorable, wealthy, and respectable class of

society in the city where they resided. But Fellows," continued he, "was an inmate of the State's Prison. He had committed numerous crimes—was tried—found guilty—and sentenced to *hard labor for life!*"

QUESTIONS. Pronounce the words at the head of the above exercise. For what are the words spaced in this reading lesson? Will you point out the first one? On which syllable does the accent fall? Will you name that syllable? Pronounce the word. Point out other words thus accented.

SECTION III.

EMPHASIS.

EMPHASIS is a forcible stress of voice on some word or words in a sentence, to distinguish them from others.

Examples in which a change of emphasis affects the meaning.

1. Did *you* give an orange to James? No, sir; *John* gave it.
2. Did you *give* an orange to James? No, sir; he *bought* it.
3. Did you give an *orange* to James? No, sir; it was a *pear*.
4. Did you give an orange to *James?* No, sir; I gave it to *John*.

EXERCISE I.

RULE 1. Words that are very important in meaning are emphatic.

Up! comrades—*up!* *Hence! home!* you idle creatures. *Ho!* watchman, *ho!* *Woe* unto you *Pharisees!* *Angels* and ministers of *grace*, defend us!

THE DISAPPOINTMENT.

1. "IT *snows!* it *snows!*" exclaimed little William, as he came running in from school one day; "what *fine times* we shall have now!"

2. "Why, what will you do, William?" said his mother, looking up from her work.

3. "O, we shall *coast*, and *slide*, and make *snow-balls*."

4. "All that is very fine, to be sure," said his mother; "but how would you like to go to school to-morrow in a snow-storm?"

5. "I should *admire* it. I shall put on my new mittens, and tie my cap down under my chin. You know, mother, I have not tied it down once this winter, because I wanted to be *tough*. Mother, when I was down to grandmother's, the other day, she told me a story about you."

6. "About me?"

7. "*Yes, mother;* she said that once, when you were a little girl, about as large as I am, you started to come from school without your *mittens*, and your fingers ached so with the cold that you could not help *crying;* and by and by, the schoolmaster came along, and said, 'What is the matter, little girl? Why do you not put on your mittens?' and you looked up with the tears freezing on your cheeks, and said, 'I want to be *tough*.' Do you remember *that*, mother?"

8. "O yes," said his mother, laughing, "I remember it very well; and I recollect, too, that I asked him whether, if I cried, that would prevent my getting tough."

9. "And did he think it would, mother?"

10. "I do not know; he laughed, and said I had better put on my mittens, and try my experiment when it was not quite so cold."

11. "Well, mother," said William, "I mean to see if I cannot go to school some cold day *without my mittens, and not cry*." His mother smiled at his brave

resolution, but advised him to have his mittens in his pocket, in case his courage should not hold out.

12. The snow fell fast, in beautiful large flakes, and William stood for some time at the window, watching them as they came down and lighted softly on every tree, and bush, and little twig. At length he exclaimed, "O, how pretty it is!"

13. "What is it?" said little Sarah, who had been playing with her doll on the floor. She jumped up, got her little cricket, and came to the window to see what William was looking at.

14. She watched the snow-flakes for a minute or two, and then, looking up in her brother's face, said, "Are they *feathers*, William?" The boy laughed, and looked at his mother, as much as to say, "She does not know *every thing*, does she?"

15. That night William went to bed full of the idea of the grand times he should have *to-morrow*, for it would be *Saturday*, and *school* would not keep all day. He lay awake a good while, *thinking* about the coasting and the snow-balling.

16. He was so animated, that, after he fell asleep, he kicked off the bed-clothes, and dreamed he was in a snow-bank. When his mother came to see him, —as she always did before she went to bed,— he cried out in his sleep, "It is not *fair* to *pelt* me when I am *down*."

17. Alas for William's bright visions! They melted away, as many a bright vision has before. In the course of the night the snow-storm turned to rain, and in the morning every flake had disappeared. Poor William was dreadfully disappointed; and I am

sorry to say he was quite out of humor about it, and came into the breakfast-room looking very cross indeed.

18. "What is the matter, William?" said his mother; for she missed his sunny smile in a moment.

19. "*I say it is too bad,*" exclaimed he, pouting.

20. "What is too bad, William?"

21. "Why, the *snow* is all *gone!*" said William, and he looked up as if he had a good mind to cry.

22. "I am very sorry for your disappointment," said his mother; "but never mind, William; we shall have plenty of snow-storms before winter is over; so cheer up, my dear, and after breakfast, I will tell you an anecdote."

23. "An *anecdote?* What is that, mother?"

24. "It is a story."

25. William's face brightened somewhat at the sound of a story; and he finished his breakfast with rather a better appetite than when it was begun. As soon as breakfast and prayers were over, the children gathered round their mother to hear the anecdote.

26. "You have heard, children, of the shepherd of Salisbury Plain, a very *poor* and a very *good* man. One day, when he was tending his sheep, a gentleman rode up, and said, 'Friend, what do you think the weather will be to-morrow!' 'Why,' said the old man, 'it will be *just such weather as pleases me.*'

27. "The gentleman was surprised that he should answer him so, and asked him what he meant. 'I mean, sir,' said the old man, 'that it will be *just such weather as pleases God*, and whatever pleases *God*, pleases *me.*"

28. "What a good old man!" exclaimed Eugenia. William did not speak, but he looked as if he thought the story was *meant* for him.

QUESTIONS. What is emphasis? Read the examples under exercise first. What is rule first? Read the examples under it. How are the emphatic words printed in this exercise? Which is the first? Point out several others.

EXERCISE II.

RULE 2. Two or more words opposed to each other in meaning are emphatic by contrast.

1. The mind that would be *happy*, must be *great*.
2. It is not so difficult to *talk* well, as to *live* well.
3. Study not so much to *show* knowledge, as to *acquire* it.
4. He that can not *bear* a jest, should not *make* one.
5. It is not so easy to *study*, as to *say* study.

THE LISTENER.

1. CHARLOTTE WALDEN had a constant desire to hear what every body was saying, and she was so mean as to listen at doors, and to hide herself, that she might hear things that were not intended for her to know.

2. Charlotte's mother often told her that a *listener* is almost as bad as a *thief*. A *thief* steals *money* or *property* that belongs to other people, and a *listener* steals the *secrets* of others. All persons that are in the habit of listening, make themselves appear mean, and deserve to be punished.

3. Charlotte's father and mother sent her out of the room when they were going to talk of any thing that they did not wish her to hear, but she always remained listening at the door, with her ear close to the key-hole.

4. One of her curls once got entangled in the key, and when her father suddenly opened the door, she

fell forward into the room, and hurt her nose so that it bled.

5. When she knew that her mother had visitors in the parlor, or that her father had gentlemen there with him on business, she would quit her lessons or her play-things, and come softly down stairs and listen at the door; or would slip into the garden and crouch down under the open window, that she might hear what they were saying.

6. Once when she was stooping, half double, under the parlor window, her father, not knowing that she was there, and finding that a fly had got into a glass of beer that he was going to drink, went to throw out the beer, and emptied the tumbler on Charlotte's head.

7. Once when she heard her mother say that she expected two ladies at three o'clock on particular business, Charlotte went into the parlor before the time of their arrival, and hid herself under a bed that stood there.

8. Here she lay till the ladies arrived, and her mother came down to them. A dog belonging to one of the ladies ran directly to the bed, and began to snuff and scratch as if he had found something.

9. The lady said, "I think Carlo must have smelled a cat under the bed." Mrs. Walden got up to look, but before she reached the bed the dog had lifted the bed-clothes with his nose, and discovered the naughty girl, who hid her face with her hands.

10. Her mother called one of the maids, desiring her to take Charlotte and lock her up in a back chamber for the remainder of the day.

11. One evening, after she was old enough to put

herself to bed, her little lamp blew out as she was going up stairs, and she went down to the kitchen to get it lighted. When she came near the door, she found that the servants were talking with some of their acquaintances about families in which they had formerly lived.

12. Being very desirous of hearing all they said, she did not go into the *kitchen* to light her lamp, but slipped into the *cellar*, which had two doors, *one* opening into a little *entry*, and the *other* into the *kitchen itself*.

13. Leaning her head against this door, which had a very wide crack, she seated herself on a large log of wood, and listened for a while with great attention, till she began to doze, and at last fell fast asleep.

14. When the servants were going to bed, they bolted both the cellar doors, not knowing that any person was there, and went up stairs, leaving Charlotte in a deep sleep.

15. Some time in the middle of the night she awoke by falling off the log backward, upon a heap of coal. The back of her head was very much hurt, and began to bleed.

16. When she first awoke, she did not know where she was, or what had happened to her; but when she found herself alone, at midnight in the dark cellar, and felt the pain of the bruises and cuts in her head and neck, and knew that the blood was trickling from them, she began to scream violently.

17. The loudness of the noise awoke her father and mother; and Mr. Walden, putting on his flannel gown, and taking the night-lamp, ran up into Charlotte's room, knowing the voice to be hers. To his great surprise, he found that she was not there, and

that there was no appearance of her having been in bed that night.

18. The screams grew louder and louder, and Mr. Walden found that they came from the cellar. By this time, every one in the house was up; and the women stood at the head of the stairs, while the servant-man followed Mr. Walden.

19. When they came to the cellar, they found Charlotte stretched on a bed of coals, her white frock blackened by the coal dust, and stained with blood, her face deadly pale, and herself altogether in a sad condition.

20. Her father took her in his arms, and it was some time before she could speak to tell how she came in the cellar. He carried her to her mother, who was much shocked to see her in such a wretched state.

21. Charlotte's soiled and bloody clothes were taken off, and she was washed, and a clean night-gown put on her. The wounds in her head and neck were dressed with bandages, and she was carried to bed crying, and faint with the loss of blood. She had a high fever, and could not sleep, and her mother sat by her bed-side all the rest of the night.

22. By the time Charlotte Walden had got well of her wounds, she was entirely cured of her inclination for listening, and never again showed a desire to overhear what people were talking about, or to pry into secrets.

QUESTIONS. What is rule second? Read the examples under it. What kind of emphasis are they designed to explain? What is the first emphatic word in the reading exercise? Why is it emphatic? Point out others, and tell why they are emphatic.

SECTION IV.

INFLECTION.

INFLECTION is a modification of the voice in reading or speaking, commonly referring to the *upward* and *downward* slides.

There are four inflections; namely, the *rising inflection*, *falling inflection*, *circumflex*, and *monotone*.

This character (´) denotes the rising inflection, or upward slide.

This character (`) denotes the falling inflection, or downward slide.

This character (ˇ) denotes the circumflex.

This character (¯) denotes the monotone.

The Rising and Falling Inflections.

The rising inflection turns the voice *upward;* as, Will you go to-dáy?

The falling inflection turns the voice *downward;* as, Where has he gòne?

EXERCISE I.

RULE 1. Questions that can be answered by *yes* or *no*, generally require the rising inflection, and the answers the falling.

Will you loan me a boók? Yès.
Has your father gone to Bóston? Nò.
Shall you travel by ráil-road? Yès.
Did Clodius waylay Milo? He dìd.
Hold you the watch to-night? We dò, my lord.
Are they the ministers of Chrìst? I am mòre.
Did Cicero write poéms? So says history.
Did he travel for héalth? He dìd, my lord.

THE PEACOCK.

Father. WHY is it, Jane, that you dislike the peacock so much? Has he attempted to hûrt you?

Jane. Nò, sir; he has never done me any harm; but I cannot bear to see him strutting about so proud of his feathers.

Father. Do you not think his plumage beaûtiful?

Jane. Yès, sir; but then I do not like to see him make such a display of it. Whenever I pass the vain thing, he always spreads his tail, and struts about to catch my notice; but now I never look at him.

Father. Do you know that he does this from príde? Perhaps it is his way of showing his regard for you. He surely would not take such pains, unless he wished to please you.

Jane. I know he wishes to show off his plumage, and I will teach him to be more modest, by taking no notice of him.

Father. Did you ever see him before a lóoking-glass?

Jane (laughing.) Nò, indeed, father; he does not make his toilet as we do.

Father. Then he does not waste so much time, perhaps. But I forgot to ask you, Jane, how you like the new bonnet your mother bought yesterday.

Jane. I cannot bear it. I shall be ashamed to wear it to church to-morrow.

Father. Do you dislike its shápe?

Jane. Nò, sir; its shape is well enough.

Father. Is it not adapted to the seáson?

Jane. Yès, sir; it is warm enough, I dare say.

Father. Why, then, do you dislike it so much?

Jane. I expected a splendid ribbon, and a couple of ostrich-feathers at least.

Father. Pray, what did you wish to do with them?

Jane. Wear them, to be sure. You don't think I would shut them up in my trunk, and never show them. There is not an ostrich-feather in the village, and I hoped I should have worn the first one, and mortified the country girls.

Father. Do you think the young ladies of the village would be pleased to see you looking so much finer than they, and showing yourself off as you propose?

Jane. I don't care whether they like it or not, if I am pleased myself.

Father. What will you do if they hate you, and refuse to look at you? for so you treat the poor peacock.

Jane. Why, father, do you think I resemble the peacock?

Father. I must confess, my daughter, that I can not see any difference in your favor. If you hate him for his vanity and pride, although he is only a poor bird, without reason to guide him, how can you expect any thing but hatred if you show off your dress and strut about as he does? The poor bird, in my opinion, shows less pride in displaying his own feathers, than you do in wishing to display the feathers of an ostrich, or any other borrowed finery.

QUESTIONS. What is the meaning of inflection? By what names or terms do we distinguish the inflections? By what characters? Describe each character, and tell what it denotes. Repeat the rule. Read some of the examples. Which is the first word marked for the rising inflection? Which for the falling inflection? Point out more. Name some words not marked, that should be read with the rising, and others with the falling inflection.

EXERCISE II.

RULE 2. Questions that can not be answered by *yes* or *no*, generally require the falling inflection, and the answers the same.

Where is bòasting, then? It is exclùded.
What place do I inhàbit? A dèsert.
Where does Còngress meet? At Wàshington.
Which is the largest city in the ùnion? New Yòrk.
Who first sedùced them to that foul revolt? The infernal sèrpent.
What is ambition? 'T is a glorious chèat.
What is its rewàrd? At best, a nàme.

THE LITTLE PHILOSOPHER.

MR. L. was one morning riding by himself, when, dismounting to get a plant in the hedge, his horse got loose and galloped away before him. He followed, calling the horse by his name, which stopped, but on his approach set off again. At length a little boy in the neighboring field, seeing the affair, ran across where the road made a turn, and getting before the horse, took him by the bridle, and held him till his owner came up.

Mr. L. looked at the boy, and admired his ruddy, cheerful countenance. Thank you, my good lad, said he, you have caught my horse very cleverly. What shall I give you for your troùble?

Boy. I want nòthing, sir.

Mr. L. Do n't you? so much the better for you. Few men can say as much. But pray what were you doing in the fièld?

B. I was rooting up wèeds, and tending the shèep, that are feeding on the turnips, and keeping the cròws from the corn.

Mr. L. And do you like this employment?

B. Yes, sir, very well, this fine weather.

Mr. L. But had you not rather play?

B. This is not hard work; it is almost as good as play.

Mr. L. Who sent you to wòrk?

B. My fàther, sir.

Mr. L. Where does he live?

B. Just by, among the trèes there, sir.

Mr. L. What is his nàme?

B. Thomas Hùrdle.

Mr. L. And what is yoùrs?

B. Pèter, sir.

Mr. L. How òld are you?

B. I shall be eight in Septèmber.

Mr. L. How long have you been out in this fièld?

B. Ever since six in the mòrning, sir.

Mr. L. And are you not hungry?

B. Yes, sir; I shall go to my dinner soon.

Mr. L. If you had six-pence, now what would you dò with it?

B. I don't knòw; I never had so much money in my life.

Mr. L. Have you no play-things?

B. Play-things; what are thèy?

Mr. L. Such as bàlls, marblès, &c.

B. No, sir; but our Thomas makes foot-balls, to kick in the cold weather, and we set traps for birds; and then I have a jumping pole and a pair of stilts to walk through the dirt with; and I had a hoop, but it is broken.

Mr. L. And do you want nothing else?

B. No. I have hardly time for these; for I always

ride the horses to the field, and bring up the cows, and run to the town on errands, and that is as good as play, you know.

Mr. L. Well, but you could buy apples or gingerbread, at the town, I suppose, if you had money.

B. O, I can get apples at home; and as for gingerbread, I don't mind it much, for my mother gives me a piece of pie, now and then, and that is just as good.

Mr. L. Would you not like a knife to cut sticks?

B. I have one — here it is — brother Thomas gave it to me.

Mr. L. Your shoes are full of holes — don't you want a better pair?

B. I have a better pair for Sundays.

Mr. L. But these let in water.

B. O, I don't care for that.

Mr. L. Your hat is all torn too.

B. I have a better hat at home, but I had as lief have none at all, for it hurts my head.

Mr. L. What do you do when it rains?

B. If it rains very hard, I get under the fence till it is over.

Mr. L. What do you do when you are hungry before it is time to go home?

B. I sometimes eat a raw turnip.

Mr. L. But if there are none?

B. Then I do as well as I can; I work on and never think of it.

Mr. L. Are you not dry, sometimes, this hot weather?

B. Yes, but there is water enough.

Mr. L. Why, my little fellow, you are quite a philosopher.

B. Sir?

Mr. L. I say you are a philosopher, but I am sure you do not know what that means.

B. No, sir—no harm, I hope.

Mr. L. No, no. Well, my boy, you seem to want nothing at all, so I shall not give you money to make you want any thing. But were you ever at school?

B. No, sir; but father says I shall go after harvest.

Mr. L. You will want books then.

B. Yes, sir; the boys all have a spelling-book and a reader.

Mr. L. Well, then, I will give you them—tell your father so, and that it is because I thought you a very good, contented boy. So now go to your sheep again.

B. I will, sir. Thank you.

QUESTIONS. What is the second rule under inflection? Read some of the examples. Point out the first word that is marked. Can the question be answered by yes or no? What inflection *should* it then have? Point out a question that can be answered by yes, or no, which is not marked. Point out one that can not be so answered.

EXERCISE III.

RULE 3. When the disjunctive *or* connects words or clauses, it requires the rising inflection before, and the falling after it.

Was it from heáven, *or* of mèn?
Shall I come to you with a ród, *or* in lòve?
Did he travel for heálth, *or* for plèasure?
Did he resemble his fáther, *or* his mòther?
Do they act prúdently, *or* imprudently?
Was Milton a póet, *or* an òrator?
Was Hannibal conquered by the Rómans, *or* the Grècians?

AN EASY WAY TO SETTLE A QUARREL.

1. RECENTLY, in a thickly settled place, the boys of one portion became so much at variance with those of another contiguous portion, that they entered into a regular combination on each side, that if those of the one could catch a boy from the other part, they would whip him severely.

2. Things went on so for a considerable time, and many were the fights that came off between these little bravoes. At length Charles, a lad belonging to one of the neighborhoods, was one day at play with his kite.

3. As it proudly mounted up, the wind grew too strong for the line; it broke, and away went the kite down into the other neighborhood.

4. Charles, of course, durst not go after it, for it had fallen among boys who were hostile to him. John, one of them, seized the toy and broke it up, and then sent a taunting word to Charles about what he had done; and that, if he would come over, he would serve him the same. This raised Charles' temper to a high pitch.

5. But Mr. A., Charles' father, who had been watching the movements among these boys for some time, and studying how he might reconcile them, thought that a favorable time was now presented for him to make the attempt.

6. Accordingly he went to work on the following evening, and made Charles a very nice kite; and calling him up early in the morning, told him to carry it over and make a present of it to John, telling him at the same time to speak kindly to John, and to return just as soon as he had done his errand; and that,

even if he might be imposed upon by him, not to reply or do any thing by way of retaliation.

7. This was a hard task indeed for Charles' nature. He hardly knew how to come to the practice of such principles. But finally he concluded to comply with his father's wishes, and so away he went.

8. He arrived at the house where John lived, before he was up. But it being announced to him that Charles had called to see him, he was soon out of bed to meet him, and perhaps to fulfill the threat of the day before. But Charles said "Good morning" to him very pleasantly, presented him with a new kite, and then turned directly back.

9. This was a mysterious case for John. He did not know what to make of it. Nor did it in the least sharpen up his determination to whip Charles. In a few days, Mr. A. thought he would just call on Mrs. B., John's mother, and see what kind of spirit the kite was working out. So, after conversing a while on other things, he just alluded to the case of the kite.

10. This was enough to stir up the ire of the mother furiously enough. She began on an elevated key to commend her son. "He is a good, peaceful boy, and will not meddle with others, if they do not injure him." "I do not doubt," answered Mr. A., "that my boy did very wrong, and imposed upon John. I know that he is sometimes very roguish, and does differently from what he should."

11. "But," answered Mrs. B., a little cooled down, "for what reason did Charles give John that kite? I do not understand it. Did he intend it as a présent, or to impòse upon him?" "No imposition," replied Mr. A.; "Charles thought that John would like to

have a kite, and therefore he thought he would make a present of that to him."

12. This conversation had the effect to cool down Mrs. B.'s ire altogether, and to change her about in favor of Charles. "Well," said she, "I know that John is an ugly, mischief-making fellow, and is often getting into quarrels with the other boys. He has now been and broken up Charles' kite, a good for nothing wretch. He ought to be whipped as long as he can see."

13. "Oh, no," rejoined Mr. A., "that would not be right. John is quite a good sort of a boy; and he would not have done so if the others had not imposed upon him." "Well," replied Mrs. B., "John shall carry the kite back to Charles, and make an humble confession to him." "Charles does not wish for that," answered the father. "He can have kites enough. You had better let John keep it."

14. But John being in hearing, had become about as much mellowed down as the mother, so that he could not refrain from crying.

15. Then Mr. A. left and went home. But presently, looking out of the window, he saw John loitering about the house, not venturing to come in. He stepped to the door, and inquired, "What do you wish for, John?"

16. "I wish to see Charles," answered John in a very subdued tone of voice. So Charles was called, to whom John remarked, "I have brought your kite, and wish you to take it back." "Oh, no," said Charles, "I do not wish to take it back. I gave it to you. Keep it yourself. You wish to have one, and I can get kites enough."

17. But no; John cried, and insisted that Charles

should take it back, which he finally did. From this occasion, quarrels between these boys, wholly ceased. They are now as harmonious as any boys. The kite made peace among them. Such are the legitimate results of peace principles.

QUESTIONS. What is rule third? Read the sentences under it. Which part of the first sentence has the rising inflection, and which the falling? Point out the same in each of the other sentences. What sentence in the eleventh verse of the reading exercise explains this rule?

EXERCISE IV.

Circumflex.

CIRCUMFLEX is the union of the falling and rising inflections on the same syllable or word, producing a slight undulation or wave of the voice.

RULE. The circumflex is used in language of irony, sarcasm and hypothesis.

Shall thĕy be blameless, while wĕ are condemned?
And the High Priest said, Are these things sŏ?
It shall be done, since yŏu desire it.
If twĕnty thousand men will not dŏ, fifty thousand shăll.
Must I endŭre all this? All this? Ay, mŏre.
We are accounted pŏor citizens; the patricians, gŏod.

THE DISCONTENTED PENDULUM. A FABLE.

1. AN old clock, that had stood for fifty years in a farmer's kitchen, without giving its owner any cause of complaint, early one summer's morning, before the family was stirring, suddenly stopped.

2. Upon this, the dial-plate, (if we may credit the fable,) changed countenance with alarm; the hands

made a vain effort to continue their course; the wheels remained motionless with surprise; the weights hung speechless; each member sought to lay the blame on the others.

3. At length, the dial instituted a formal inquiry as to the cause of the stagnation, when hands, wheels, weights, with one voice, protested their innocence.

4. But now a faint tick was heard below from the pendulum, who thus spoke: — "I confess myself to be the sole cause of the present stoppage; and I am willing, for the general satisfaction, to assign my reasons. The truth is, I am tired of ticking." Upon hearing this, the old clock became so enraged that it was on the very point of striking.

5. "Lazy wire!" exclaimed the dial-plate, holding up its hands. "Very good!" replied the pendulum, "it is vastly easy for yŏu, Mistress Dial, who have always, as every body knows, set yourself up above me,—it is vastly easy for yŏu, I say, to accuse other people of laziness! You, who have had nothing to do all the days of your life, but to stare people in the face, and to amuse yourself with watching all that goes on in the kitchen! Think, I beseech you, how you would like to be shut up for life in this dark closet, and to wag backward and forward year after year as I do."

6. "As to that," said the dial, "is there not a window in your house on purpose for you to look through?" "For all that," resumed the pendulum, "it is very dark here; and, although there is a window, I dare not stop, even for an instant, to look out at it. Besides, I am really tired of my way of life; and if you wish, I'll tell you how I took this disgust at my employment.

7. "I happened this morning to be calculating how

many times I should have to tick in the course of only the next twenty-four hours; perhaps some of you, above there, can give me the exact sum."

8. The minute hand, being quick at figures, presently replied: "Eighty-six thousand four hundred times." "Exactly so," replied the pendulum; "well, I appeal to you all, if the very thought of this was not enough to fatigue one; and when I began to multiply the strokes of one day by those of the months and years, really, it is no wonder if I felt discouraged at the prospect; so, after a great deal of reasoning and hesitation, I thought to myself I would stop."

9. The dial could scarce keep its countenance during this harangue; but resuming its gravity, thus replied: "Dear Mr. Pendulum, I am really astonished that such a ŭseful, indŭstrious person as yoŭrself, should have been overcome by this sudden action. It is true, you have done a great deal of work in your time; so have we all, and are likely to do; which, although it may fatigue us to think of, the question is, whether it will fatigue us to do. Would you now do me the favor to give about half a dozen strokes, to illustrate my argument?"

10. The pendulum complied, and ticked six times in its usual pace. "Now," resumed the dial, "may I be allowed to inquire, if that exertion was at all fatiguing or disagreeable to you?" "Not in the least," replied the pendulum, "it is not of six strokes that I complain, nor of sixty, but of millions."

11. "Very good," replied the dial; "but recollect, that though you may think of a million strokes in an instant, you are required to execute but one; and that, however often you may hereafter have to swing, a

moment will always be given you to swing in." "That consideration staggers me, I confess," said the pendulum. "Then I hope," resumed the dial-plate, "we shall all immediately return to our duty; for the maids will lie in bed, if we stand idling thus."

12. Upon this the weights, who had never been accused of light conduct, used all their influence in urging him to proceed; when, as with one consent, the wheels began to turn, the hands began to move, the pendulum began to swing, and, to its credit, ticked as loud as ever; while a red beam from the rising sun that streamed through a hole in the kitchen, shining full on the dial-plate, it brightened up, as if nothing had been the matter.

13. When the farmer came down to breakfast that morning, upon looking at the clock, he declared that his watch had gained half an hour in the night.

MORAL.

14. A celebrated modern writer says, "Take care of the minutes, and the hours will take care of themselves." This is an admirable remark, and might be very seasonably recollected when we begin to be "weary in well-doing," from the thought of having much to do.

QUESTIONS. What is circumflex? What is the rule? Read the sentences under it, and show on which words the circumflex falls. Will you point out the first word in the reading exercise having the circumflex? Will you point out all the words in this lesson requiring the circumflex? Is this piece a fact or fable?

EXERCISE V.

Monotone.

MONOTONE is a sameness of sound on successive syllables or words.

RULE. Language which is grave, grand, or sublime, generally requires the monotone.

He bŏwed the heăvens also, and came down, and dărkness was under his feet.

And I saw a great white throne, and Him that sat on it, from whose face the earth and the heăvens fled away, and there was found nō place for them.

And I saw the dead, small and great, stand before God, and the books were opened.

Let the heăvens rejŏice, and let the earth be glăd; let the sea rōar and the fullness thereof.

He stōod and measured the earth; he behēld and drōve asunder the nations; the everlăsting mountains were scattered; the perpētual hills did bŏw. His wāys are everlăsting.

CLOSE OF LIFE.*

1. BEHOLD the poor man, who lays down at last the burden of his wearisome life. No more shall he grōan ūnder the lōad of pōverty and toil. Nō more shall hē hēar the insolent călls of the măster from whōm he recēived his scănty wages. Nō more shall he bē rāised from neēdful slumber on his bēd of strāw, nor bē hurried awāy from his hōmely mēal, to undergō the repēated lābors of the day.

2. While his humble grave is preparing, and a few poor and decayed neighbors are carrying him thither, it is good for us to think, that this man too was our brother; that for him, the aged and destitute wife

* NOTE. If the teacher consider this piece too elevated in style and sentiment for pupils commencing this Reader, he can omit it, and turn back to it when he comes to the last part of the book.

and needy children, now weep; that, neglected as he was by the world, he possessed, perhaps, both a sound understanding and a worthy heart; and is now carried by angels to rest in Abraham's bosom.

3. At no great distance from him, the grave is opened to receive the rich and proud man. For as it is said with emphasis in the parable, "the rich man also died, and was buried." He also died. His riches prevented not his sharing the same fate with the poor man; perhaps, through luxury, they accelerated his doom. Then, indeed, "the mourners go about the streets;" and, while, in all the pomp and magnificence of woe, his funeral is preparing, his heirs, impatient to examine his will, are looking on one another with jealous eyes, and already beginning to dispute about the division of his substance.

4. One day, we see carried along, the coffin of the smiling infant; the flower just nipped as it began to blossom in the parent's view; and the next day, we behold the young man, or young woman, of blooming form and promising hopes, laid in an untimely grave.

5. While the funeral is attended by a numerous unconcerned company, who are discoursing to one another about the news of the day, or the ordinary affairs of life, let our thoughts rather follow to the house of mourning, and dwell upon the scenes which are there presented.

6. There we should see a disconsolate family, sitting in silent grief, thinking of the sad breach that is made in their little society; and with tears in their eyes, looking to the chamber that is now left vacant, and to every memorial that presents itself, of their departed friend. By such attention to the

woes of others, the selfish hardness of our hearts will be gradually softened, and melted down into humanity.

7. Another day, we follow to the grave one who, in old age, and after a long career of life, has in full maturity sunk at last into rest. As we are going along to the mansion of the dead, it is natural for us to think, and to discourse, of all the changes which such a person has seen during the course of his life.

8. He has passed, it is likely, through varieties of fortune. He has experienced prosperity, and adversity. He has seen families and kindreds rise and fall. He has seen peace and war succeeding in their turns; the face of his country undergoing many alterations; and the very city in which he dwelt, rising, in a manner, new around him.

9. After all he has beheld, his eyes are now closed forever. He was becoming a stranger in the midst of a new succession of men. A race who knew him not, had arisen to fill the earth. Thus passes the world away. Throughout all ranks and conditions, "one generation passeth and another generation cometh;" and this great inn is by turns evacuated and replenished, by troops of succeeding pilgrims.

10. O, vain and inconstant world! O, fleeting and transient life! When will the sons of men learn to think of thee as they ought? When will they learn humanity from the afflictions of their brethren; or moderation and wisdom from the sense of their own fugitive state?

QUESTIONS. What is monotone? Repeat the rule. Will you read the examples?

SECTION V.

MODULATION.

MODULATION implies the variations in the tone or pitch of the voice, that are made in reading and speaking.

EXERCISE I.

RULE 1. Composition of a serious and solemn character, should be read slowly, and with a grave tone.

NIGHT.

1. THE glorious sun is set in the west; the night dews fall; and the air, which was sultry, becomes cool.

2. The flowers fold up their colored leaves; they fold themselves up, and hang their heads on the slender stalk.

3. There is no murmur of bees around the hive, or amongst the honeyed woodbines; they have done their work, and lie close in their waxen cells.

4. The sheep rest upon their soft fleeces; and their loud bleating is no more heard among the hills.

5. There is no sound of a number of voices, or of children at play, or of the trampling of busy feet, and of people hurrying to and fro.

6. The smith's hammer is not heard upon the anvil; nor the harsh saw of the carpenter.

7. All men are stretched on their quiet beds; and the child sleeps upon the breast of its mother.

8. Darkness is spread over the skies, and darkness is upon the ground; every eye is shut, and every hand is still.

9. Who taketh care of all people when they are sunk in sleep; when they cannot defend themselves, nor see if danger approacheth?

10. There is an eye that never sleepeth; there is an eye that seeth in the dark night, as well as in the bright sunshine.

11. When there is no light of the sun, nor of the moon; when there is no lamp in the house, nor any little star twinkling through the thick clouds; that eye seeth everywhere, in all places, and watcheth continually over all the families of the earth.

12. The eye that sleepeth not, is God's; His hand is always stretched out over us.

QUESTIONS. What is modulation? What is rule first? How should the above exercise be read? Why?

EXERCISE II.

RULE 2. Compositions of a cheerful and animated character, should be read with a lively and animated tone, and playful expression.

THE FAVORITE FLOWER.

1. GUSTAVUS, Herman, and Malvina, the blooming children of a farmer, were rambling on a beautiful spring day, over the fields. The nightingales and larks sung; and the flowers unfolded in the dew, and in the mild rays of the sun. And the children looked around with joy, and jumped from one flower to another, and wreathed garlands.

2. And they praised, in songs of glory, the spring, and the love of the Great Father, who clothes the earth with grass and flowers, and sung of the flowers, from the rose that grows on the bush, to the violet that blooms in retirement, and the heath-flower, from which the bees gather their sweets.

3. Then the children said, Let every one of us select his favorite flower! And they were pleased with the proposal; and they bounded over the field, each one to cull the flower that delighted him most. We will come together again in the bower, cried they.

4. In a short time, all three appeared, on their way to the bower. Each one bore in his hand a full nosegay, selected from his favorite flower. When they saw one another, they held up their flowers, and called aloud for joy. Then they met in the bower, and closed it, with one consent, and said, Now every one shall give his reasons for the choice of his nosegay!

5. Gustavus, the oldest, had selected the violet. Behold, said he, it blooms, in silent modesty, among stubble and grass; and its work is as well concealed as the gentle productions and blessings of spring.

6. But it is honored and loved by man, and sung in beautiful songs; and every one takes a small nosegay, when he comes from the field, and calls the lovely violet, the first-born child of spring, and the flower of modesty. These are the reasons why I have selected it as my favorite flower.

7. Thus spake Gustavus, and gave Herman and Malvina each, one of his flowers. And they received them with inward joy. For it was the favorite flower of a brother.

8. Then Herman came forward with his nosegay.

It was composed of the tender field-lily, which grows in the cool shade of the grove, and lifts up its bells like pearls strung together, and white as the light of the sun. See, said he, I have chosen this flower, for it is an emblem of innocence, and of a pure heart; and it proclaims to me the love of Him who adorns heaven with stars, and the earth with flowers. Was not the lily of the field estimated more highly than other flowers, to give testimony to the love of Him, in whom every thing lives and moves? Behold, for these reasons I have selected the small lily as my favorite flower!

9. Thus spoke Herman, and presented his flowers. And the other two received them with sincere joy and reverence. And thus the flower was consecrated.

10. Then came Malvina, also, the pious, lovely girl, with the nosegay which she had gathered. It was composed of the tender, blue forget-me-not. See, dear brothers, said the affectionate sister, this flower I found near the brook! Truly, it shines like a bright star in the sky, and views itself in the clear water on whose margin it grows; and the rivulet flows more sweetly along, and appears as if it were crowned with wreaths. Therefore it is the flower of love and tenderness; and I have chosen it as my favorite, and present it to you both.

11. Thus the favorite flowers were selected. Then Malvina said, We will twist them into two garlands, and dedicate them to our beloved parents! And they made two garlands of the beautiful flowers, and carried them to their parents, and related their whole enterprise, and the choice of their favorites.

12. Then the parents rejoiced over their good children, and said, A beautiful wreath! Love, innocence,

and modesty twined together! See how one flower elevates and adorns the other; and thus they form unitedly the most lovely crown!

13. But there is one thing wanting, answered the children; and in gratitude they crowned both father and mother. Then the parents were filled with joy, and embraced their children tenderly, and said, A garland like this is more splendid than the crown of a prince.

QUESTIONS. What is rule second? How should this reading lesson be read? Why?

EXERCISE III.

RULE 3. Compositions of an unimpassioned character, simple instructions, or historical facts, should be read with the conversational tone, and medial movement, between the grave and cheerful style.

THE ELEPHANT.

1. THE elephant is the largest animal that now lives upon the earth. It sometimes grows to twenty feet in height. Its young are playful, and do not reach their full size until they are more than twenty years old. This animal is a native of Asia and Africa; and from its tusks, or large teeth, we get the ivory of which so many beautiful things are made.

2. Elephants are often brought to Europe and America in ships, and shown as curiosities. With their trunks they convey food and water to their mouths, and defend themselves when attacked. They

can reach with it to the distance of four or five feet; and are able to give with it so severe a blow as to kill a horse.

3. They are very gentle, when kindly treated. But they remember injuries, and revenge them. In thoughtfulness and wisdom, they approach nearer to the human race than any other animal. You will find many stories of their sagacity in books of natural history.

4. A large elephant was once brought in a vessel to New York. From the wharf a broad plank was placed for him to walk upon to the shore. He put first one foot upon it, striking it with force,—then another; then the third; then the fourth and last. When he had thus tried it, and was sure that it was strong enough to bear his whole weight, he walked boldly upon it to the shore.

5. Elephants are fond of each other's company. In their wild state, large herds of them are seen under the broad-leaved palm-trees, or near the shady banks of rivers, where the grass is thick and green. There they love to bathe themselves, throwing the water from their trunks over their whole bodies, and enjoying the refreshing coolness.

6. They live to be more than a hundred years old. When death approaches, it is said, they retire to some lonely spot, under lofty trees, or near a peaceful stream, where others of their race have wandered to die. There they lie down, and breathe their last, among the bones of their friends, or their ancestors.

7. These noble creatures are naturally mild though brave. When tamed they are obedient, and much attached to their keepers. They are fond of their

young, and kind to each other. At a village in South Africa, where some English missionaries dwelt, a deep trench had been dug, which was not, at that time, filled with water.

8. One dark and stormy night, a troop of elephants passed that way, and one of their number fell into this deep pit. His companions did not leave him in distress, but tried every method in their power to liberate him. Some kneeled, others bowed down, and lifted with their trunks. They failed many times, but still continued their labors. It was not until the morning had dawned, that they succeeded in raising their unlucky friend from his sad situation. The edges of the ditch, tracked and indented with their numerous footsteps, showed how hard they had toiled in their work of kindness.

9. Children, if your playmates are in any trouble, you must not turn aside and leave them. Learn from these kind animals how to show kindness to your own race. If your friend says or does what is wrong, advise him to return to the right way; for the path of evil is worse than the deep pit into which the poor elephant fell.

QUESTIONS. What is rule third? How should this reading lesson be read? Why thus?

NOTE. Under most of the preceding exercises, reading lessons have been introduced, more to break the dullness and monotony of dry rules, than to illustrate them; yet each lesson contains one or more sentences or paragraphs exemplifying the rule under which it is found.

PART II.

LESSON I.

Spell and define.

1. Vál-ley, a hollow between hills.
2. Rig-ors, things severe.
3. Ex-tén-sive, wide, large.
5. De-scénd-ed, came down.
6. Ar-riv-ed, come to.
7. Dán-ger-ous, full of danger
8. Com-pél-led, forced.
9. Suc-céss-ive, following in order.
11. Cát-a-ract, a large waterfall.
11. Im-ménse, of vast extent.

ERRORS. 3. *Pasters* for *pastures*; 4. *mount'n* for *mountain*; 4. *strickly* for *strictly*; 7. *dang'rous* for *dangerous*; 10. *singelar* for *singular*; 11. *amost* for *almost*; 13. *feelins* for *feelings*.

DIRECTION. Stand erect and keep full breath, if you would read with ease.

A CHILD SAVED BY A DOG.

1. A SHEPHERD who lived in one of the valleys, or glens, which are frequently found between the mountains in Scotland, went out one day to look after his flock, and took with him one of his children, a little boy about three years old.

2. This practice is very common among the shepherds of that country, who accustom their children from infancy, to endure the rigors of the climate.

3. After walking about the pastures for some time, attended by his dog, the shepherd found himself under the necessity of ascending a hill, at some distance, that he might have a more extensive view, in the hope that he should discover his lost sheep.

4. As the hill, or mountain, was too steep for the child to climb, his father left him on a small plain at the bottom, and charged him strictly not to move from it till he returned.

5. As soon, however, as the shepherd had reached the top of the mountain, one of those thick fogs which are very common among these mountains, descended so suddenly, that it became dark before he could reach the place he left.

6. He hastened forward, however, but owing to the darkness and his own fears, he missed his way, and when he arrived at the foot of the mountain, he found himself at a great distance from the place where he had left the child.

7. After searching about for some time, he found himself at the bottom of the valley, and near his own cottage. To renew the search that night was equally fruitless and dangerous. He was therefore compelled to go home, although he had lost both his child and his dog, which had attended him faithfully many years.

8. Next morning, by break of day, the shepherd, accompanied by a number of his neighbors, set out in search of his child; but after a day spent in fruitless labor, they were compelled, by the approach of night, to descend from the mountain.

9. On returning to his cottage, he found that the dog had been home, and on receiving a piece of cake had instantly gone off again. For several successive days, the shepherd renewed his search for the child, and still, on returning home disappointed in the evening, he found that the dog had been home, and on receiving his usual allowance of cake, immediately disappeared.

10. Struck with this singular circumstance, he remained at home one day, and when the dog, as usual, departed with his piece of cake, he resolved to follow him and find out the cause of this strange procedure.

11. The dog led the way to a cataract, at some distance from the spot where the shepherd had left the child. The banks of the cataract almost joined at the top, yet were separated by an opening of immense depth, and presented one of those appearances that so often astonish and terrify the travelers who visit these mountains.

12. The dog, without fear, instantly began to descend one side of this steep and rugged cliff. The shepherd watched him until he saw him enter a cave almost level with the water.

13. He then, with great difficulty, followed, and on entering the cave, what were his feelings when he beheld his child eating, with much satisfaction, the cake which the dog had just brought him, while the faithful animal stood by, watching him with the utmost tenderness.

14. From the situation in which the child was found, it appeared that he had wandered to the brink of this frightful place; and had either fallen or scrambled down till he reached the cave. The dog had followed him to the spot, and had prevented his starving, by giving up to him his own daily allowance.

15. This faithful dog never quitted the child by night or day, except when it was necessary for him to go for food; and then was always seen running at full speed, to and from the cottage. The joy of the father at thus finding his lost child, cannot be expressed,

and the dog appeared equally glad, that he was at last discovered.

16. The shepherd took the child in his arms, and with some difficulty reached the mouth of the chasm. When they returned home, the neighbors were invited in, and a day of rejoicing was kept at the shepherd's cottage; "for," said he, "this my son was dead, and is alive again; he was lost and is found."

QUESTIONS. What is this story about? 1. Where did this shepherd live? 4. Where did he leave his child? 7. Did he find his child before it was night? 11. How was the child found? 9. What did the dog carry each day to the child?

LESSON II.

Spell and define.

2. E-nór-mous, very large.
3. Réf-uge, a covert from danger.
3. As-tón-ish-ment, amazement.
4. Es-cápe, a getting away from.
5. Fór-tu-nate, lucky.
5. A-párt-ment, a room in a house.
6. Prób-a-bly, most likely.
6. In-vók-ing, calling on by prayer.
8. Ap-próach, to draw near.
8. Shág-gy, hairy, woolly.
9. In'-stant-ly, in the moment.
9. Im-prú-dent, not prudent.

ERRORS. 1. *Gentleman* for *gentleman*; *continered* for *continued*; *follerin* for *following*; 2. *darein* for *daring*; *settin* for *sitting*.

DIRECTION. Every sentence, written or printed, should begin with a capital letter.

NARROW ESCAPE.

1. A GENTLEMAN traveling in the south of Africa, called at the house of a Dutchman, who lived near the borders of a forest. While he continued at this house, the Dutchman related to him the following particulars of a very narrow escape from a lion.

2. About two years ago, said he, in the very place where we now stand, I ventured to make one of the most daring shots ever made by man. I was at work near the house mending a wagon; my wife was sitting just within the door, and the children were playing about her, when suddenly, though it was mid-day, an enormous lion appeared, came up and quietly laid himself down upon the very threshold of the door.

3. My wife, either frozen with fear, or sensible of the danger attending any attempt to fly, remained motionless in her place, while the children took refuge in her lap. The cry they uttered attracted my attention, and I hastened toward the door, but what was my astonishment when I found the entrance to it barred up by such a monster!

4. Although the lion had not seen me, escape seemed impossible, for I was unarmed; but recollecting that my loaded gun was standing by an opposite window, I crept silently toward the house, and turning the corner, fortunately avoided his notice.

5. By a most happy chance I had set my gun in a corner near the window, so that I could just reach it with my hand; and still more fortunate, the door leading into the apartment was standing open, so that I could just see the whole danger of the scene.

6. The lion was beginning to move, probably with the intention of making a spring. There was no longer any time for reflection. I called softly to the mother not to be alarmed, and, invoking the name of the Lord, fired my piece.

7. The ball passed directly over my little boy's head, and lodged in the forehead of the lion, immediately above his eyes, which seemed to shoot forth sparks

of fire, and stretched him lifeless on the ground, so that he never stirred again.

8. It is possible that if one of the little children had ventured to approach the lion and pat him on the head, not knowing the danger, the lion might have been pleased with its caresses, and have suffered his shaggy mane to be pulled by the innocent child. He is a noble animal, and has often been known to show favor to persons where it was least expected.

9. It is more probable, however, that if either of them had been so imprudent as to attempt to approach him, or to run from him, he would have been instantly torn in pieces. When hungry, no danger will deter him from seizing on the first victim which comes in his way, and woe to the traveler who crosses his path.

QUESTIONS. 1. Where was the gentleman traveling? Where is Africa? 2. Where did the Dutchman see the lion? 2. At what time of day? 6. What did the Dutchman do? 7. Did he kill the lion? Can you describe the lion?

LESSON III.

Spell and define.

1. Couch, a bed, a seat for ease.
1. Lát-tice, cross bars for a window.
1. Héalth-ful, free from disease.
2. Mó-ment-a-ry, but a moment.
2. Un-út-ter-a-ble, unspeakable.
3. Míl-dew, honeydew, blight.
3. Hór-ror, excessive fear.
4. Ag'-o-ny, pain, anguish.
5. Pér-ils, dangers, risks.
5. Dép-re-cate, to regret.

ERRORS. 1. *Saff* for *soft*; 2. *fonness* for *fondness*; 4. *preerve* for *preserve*; 4. *thur* for *their*; 5. *dues* for *dust*; 6. *wile* for *wild*.

THE MOTHER AND HER INFANT.

1. A MOTHER was kneeling in the deep hush of evening, at the couch of two infants, whose rosy arms

were twined in a mutual embrace. A slumber, soft as the moonlight that fell through the lattice over them, like a silvery veil, lay on their delicate lips. The soft, bright curls that clustered on their pillow, were slightly stirred by their gentle and healthful breathings; and that smile, which beams from the pure depths of the fresh, glad spirit, yet rested on their coral lips.

2. The mother looked upon their exceeding beauty with a momentary pride; and then, as she continued to gaze upon the lovely slumberers, her dark eye deepened with an intense and unutterable fondness; when a cold, shuddering fear came over her, lest those buds of life, so fair, might be touched with sudden decay, and go back in their brightness, to the dust.

3. She lifted her voice in prayer, solemnly, passionately, earnestly, that the giver of life would still spare to her those blossoms of love, over whom her soul thus yearned. As the low-breathed accents rose on the still air, a deepened thought came over her; her pure spirit went out with her loved and pure ones into the strange, wild paths of life; a strong horror chilled her frame as she beheld mildew and blight settling on the fair and lovely of the earth, and high and rich hearts scathed with desolating and guilty passion.

4. The prayer she was breathing grew yet more fervent, even to agony, that He, who is the fountain of all purity, would preserve those whom He had given her, in their innocence; permitting neither shame, nor crime, nor folly, to cast a stain on the brightness with which she had received them invested from his hands, as with a mantle.

5. As the prayer died away in the weakness of the spent spirit, a pale, shadowy form stood behind the infant sleepers. I am Death, said the specter, and I come for these, thy babes. I am commissioned to bear them where the perils you deprecate are unknown; where neither stain, nor dust, nor shadow, can reach the rejoicing spirit. It is only by yielding them to me, you can preserve them from contamination and decay.

6. A wild conflict, a struggle as of the soul parting in strong agony, shook the mother's frame; but faith, and the love which hath a purer fount than that of the earthward passions, triumphed; and she yielded up her babes to the specter.

QUESTIONS. 1. Where did the mother kneel? 1. When was it? 2. How did the mother feel? 3. What did she pray for? 5. Who stood behind her? 5. What did he say? 6. Did the mother yield up her babes?

LESSON IV.

Spell and define.

3. Com-plain, to murmur.
5. Chanced, happened.
6. Sád-ly, badly.
7. Grieve, to mourn.
12. E-nóugh, sufficient.
15. Stay, to remain.
16. Be-guile, to cheat, to amuse.
19. Néed-y, in want, poor.

ERRORS. 1. *Sole* for *sold*; 2. *teown* for *town*; 5. *walkin* for *walking*; 7. *lass* for *last*; 8. *yender* for *yonder*; 10. *git* for *get*; 12. *gather* for *gather*.

DIRECTION. This poetry should be read with much simplicity of manner.

THE BLACKBERRY GIRL.

1. WHY, Phebe, are you come so soon?
Where are your berries, child?
You cannot, sure, have sold them all,
You had a basket pil'd.

2. No, mother, as I climb'd the fence,
The nearest way to town,
My apron caught upon a stake,
And so I tumbled down.

3. I scratched my arm and tore my clothes,
But still did not complain;
And had my blackberries been safe,
Should not have cared a grain.

4. But when I saw them on the ground,
All scattered by my side,
I pick'd my empty basket up,
And down I sat and cried.

5. Just then, a pretty little miss
Chanc'd to be walking by;
She stopped, and looking pitiful,
She begg'd me not to cry.

6. Poor little girl, you fell, said she,
And must be sadly hurt.
O, no, I cried, but see my fruit,
All mixed with sand and dirt!

7. Well, do not grieve for that, she said;
Go home and get some more.
Ah, no! for I have stripped the vines,—
These were the last they bore.

8. My father, Miss, is very poor,
And works in yonder stall;
He has so many little ones,
He cannot clothe us all.

9. I always longed to go to church,
But never could I go;
For when I ask'd him for a gown,
He always answered, No.

10. There's not a father in the world,
That loves his children more;
I 'd get you one with all my heart,
But, Phebe, I am poor.

11. But when the blackberries were ripe,
He said to me, one day,
Phebe, if you will take the time
That 's given you for play,

12. And gather blackberries enough,
And carry them to town,
To buy your bonnet and your shoes,
I 'll try to get a gown.

13. O, Miss, I fairly jump'd for joy,
My spirits were so light;
And so, when I had leave to play,
I picked with all my might.

14. I sold enough to get my shoes,
About a week ago;
And these, if they had not been spilt,
Would buy a bonnet too.

15. But now they 're gone, they all are gone,
And I can get no more;
And Sundays I must stay at home,
Just as I did before.

16. And, mother, then I cried again,
As hard as I could cry;
And looking up, I saw a tear
Was standing in her eye.

17. She caught her bonnet from her head,
Here, here! she cried, take this!
O, no, indeed; I fear your 'ma
Would be offended, Miss.

18. My 'ma! no, never! she delights
All sorrow to beguile;
And 't is the sweetest joy she feels,
To make the wretched smile.

19. She taught me, when I had enough,
To share it with the poor;
And never let a needy child
Go empty from the door.

20. So take it, for you need not fear
Offending her, you see;
I have another, too, at home,
And one 's enough for me.

21. So then I took it,— here it is,—
For pray what could I do?
And, mother, I shall love that Miss
As long as I love you.

QUESTIONS. What have you been reading about in this piece? See how much you can tell me about it. Can any one in the class tell any more about it?

LESSON V.

Spell and define.

1. De-light, great pleasure.
2. Wealth-y, rich, opulent.
3. Dis-ease, distemper, sickness.
3. Dés-ti-tute, without, wanting.
3. Ma-lig-nant, (virulent.)
4. In'-no-cent, free from guilt.
4. Dés-o-late, (solitary,) laid waste.
7. Pát-ron, a supporter.
7. Con-tig-u-ous, near by.
8. Rogues, dishonest persons.
9. In'-ter-course, mutual exchange.
10. Fór-ti-tude, firmness of mind.

ERRORS. 1. *Every* for *every*; 2. *gif* for *gift*; 2. *fortin* for *fortune*; 2. *fust* for *first*; 3. *usly* for *only*; 5. *crectur* for *creature*; 7. *binds* for *binds*; 8. *gettin* for *getting*; 12. *prevent* for *prevent*.

DIRECTION. Take special care to give a distinct utterance to consonant sounds, at the end of words, as in *tact*.

THE PET LAMB.

1. Every one who has been at Aylesbury, has heard the story of the Pet Lamb. Many summers ago, a sweet little blue-eyed girl was seen each morning, as soon as the dew was off the grass, sporting in the meadow, along the brook that runs between the village and the river, with the only companion in which she appeared to take delight, a beautiful snow-white lamb.

2. It was the gift of a deceased sister; and the little girl was now an orphan. Her family had been wealthy and respectable in early life, when they resided in Philadelphia; but her father, having met with some severe losses in trade, went to try his fortune in the East Indies, and the first news the family received afterward, was of his decease in Java.

3. They were destitute, and being driven from the city by the breaking out of a malignant disease, were

thrown by chance into the residence of a venerable old lady, who, having buried the mother and sister, came up to Aylesbury to spend her remaining days with her only charge, this engaging orphan.

4. Thus left, early in life, no wonder, poor girl, that she loved her little lamb, the only living token of a sister's affection, for that sister's sake; no wonder that all the affections of her innocent heart should cling to the last treasure left to her desolate youth, and grow fresher and fresher, as the grass grew greener over the sod that pressed the ashes of her kindred friends.

5. The little creature was perfectly tame, and would follow its young mistress, when permitted, through the village, and wherever she went; and when she came to the village school, it would run after her, and lie down on the green, in the shade of the trees, until she was ready to return home with it.

6. She washed its soft fleece, and fed it with her own hands every day; and so faithful was she, in her attention to her pretty favorite, that the villagers all loved her, and many a warm hope was expressed, that she, like that helpless lamb, might find a fond and devoted protector, when the friend who was now her foster-mother, and who was fast wasting away beneath the weight of years, should go down to the tomb, and leave her, young and inexperienced, in a world of selfishness and vice.

7. During the time her kind patron lived, Clarissa was treated as a daughter. Contiguous to their dwelling was the residence of a well-living farmer, whose son used frequently to climb over the stile into the meadow to see Clarissa and her lamb; and in

process of time their young hearts became knit together by a tie, more tender than that which binds a brother to a sister.

8. But when the old lady died, her will fell into the hands of rogues, who destroyed it, and succeeded in getting possession of the property.

9. This was the death-blow of Clarissa's hopes. The intercourse between her and Charles was broken off instantly by his father. He was sent to a medical school at a distance; and she was forced to go out to service in families, who had before prided themselves on her acquaintance.

10. It was a bitter fortune, but she bore it with heroic fortitude at first, for still she received, through a private channel, frequent and affectionate letters from her brother Charles, as she called the young companion of her brighter fortunes; and still she had her little favorite lamb.

11. But at last this secret correspondence was discovered and broken off; all possibility of further intercourse was prevented; and, last of all, they took from her, her only remaining friend and favorite, the memorial of a departed sister's love, her pet lamb.

12. She tried, by every means in her power, to prevent the separation, but in vain. The only privilege granted her was to have her name, "Clarissa Beaumont,—Aylesbury," marked on its fleece in beautiful gold letters; and then she kissed it for the last time, and saw it delivered to a drover, who was proceeding with a large flock to the city.

13. For a time the deserted and unfortunate girl gave herself up to the destroying influence of a melancholy spirit. Sickness and sorrow preyed upon

her delicate frame. She was no longer the gay and sportive belle of the village, attracting the admiration of all, and courted by all.

QUESTIONS. What is this story about? 7. What was the girl's name? 2. What happened to her father? 12. What became of her lamb? 13. To what did Clarissa give herself up?

LESSON VI.

Spell and define.

1. Pŏv-er-ty, state of being poor.
2. Méan-ness, baseness, vileness.
2. Treách-er-ous, faithless.
3. In-náte, inborn, native.
4. Múr-mur, a complaint.
5. Ex-hĭb-it-ed, shown.
6. Sur-vēy-ing, inspecting.
6. Grōup, a cluster, crowd.
7. Léth-ar-gy, morbid drowsiness.
7. Con-yēy-ed, carried.
9. Hi-lár-i-ty, mirth, gayety.
10. Scórn-ed, despised.

ERRORS. 1. *Often* for *often*; 1. *servent* for *servant*; 2. *sperit* for *spirit*; 4. *sence* for *since*; 4. *spere* for *sphere*; 8. *hully* for *wholly*; 14. *recovry* for *recovery*.

THE PET LAMB.—CONCLUDED.

1. OFTEN, at the parties of her former associates, she now stood, a poor, unnoticed servant; and she felt how bitter a portion was cheerless poverty, when it invades and takes possession of hearts, once rich and happy.

2. She felt with how much meanness and littleness of spirit, the proud delight to trample, when they can, on every thing of virtue, or beauty, or loveliness, that is superior to their own. She felt how treacherous was hope; how vain the promises of youth; how vanishing the friendships of an interested and selfish world.

3. But in process of time, her native strength of mind, and that "untaught, innate philosophy," unknown to the low and vulgar, triumphed even over misfortunes.

4. She resolved that since it was the will of heaven to allot her the humblest sphere in life, she would strive the better to improve her narrow privileges, and to resign herself to her fate, without one rebellious murmur. She did so. But still she often shed a tear over the memory of her lost pet lamb.

5. We must now beg pardon of our Aylesbury friends, while we go, with the reader, on a trip to Philadelphia. On the extensive commons toward the Schuylkill, a large collection of cattle was exhibited by a company of traders; and, as the sight was a fine one, many persons from the city came out to see it.

6. Among the crowd was a gentleman, whose demeanor and features bore the marks of deep and fixed sorrow. He walked slowly along, surveying with half-downcast eyes, the moving, bustling group; his hands behind him, and his rich dress hanging carelessly about him.

7. As he cast his eye over the passing flocks, he saw a lamb with the name of "Clarissa Beaumont" on its neck; and suddenly arousing, as from a lethargy, he rushed into the flock and seized it; he was not mistaken in the name; and when he inquired about its history, and was told that it came from Aylesbury, he purchased it and had it conveyed to town.

8. His conduct, which was wholly inexplicable to the bystanders, who crowded round him at the time, was not rendered the less so, to those who knew that the next day, he set out in company with the lamb he had purchased, for the interior of Pennsylvania.

9. It was a holiday among the young people at Aylesbury, on account of the anniversary of the birth of the eldest daughter of the lady who kept the inn; and a

large party were assembled round the tea-table, in the afternoon, in the full flow of hilarity and mirth.

10. Poor Clarissa Beaumont, the prettiest of them all, was there, not as a companion, but as a servant; the butt of every vulgar jeer; secretly scorned, and openly insulted by those who were jealous of her splendid superiority of intellect, and beauty of person and manners; and exposed to a hundred impertinent liberties, from those who had once courted her favor, and grown proud on receiving a smile from her sweet lips.

11. She was still treasuring up the bitter lesson, that love, and friendship, and respect, are too often mere dependents on the breath of fortune, when a noble carriage and two beautiful bays, drove up to the door of the inn.

12. The attention of the company was arrested; all were at the windows; and lo! an old gentleman stepped from the carriage, and his servant handed out Clarissa Beaumont's pet lamb.

13. The astonished girl flew out to embrace it; but before she could clasp its neck, the arms of the noble stranger encircled her; it was her father.

14. The report of his death in the Indies was unfounded. He had returned within a month to Philadelphia, with an ample fortune; and after having been led to suppose that all his family were deceased, this accident brought him to new life and joy, in the recovery of a darling child, the image of an idolized wife, and the last pledge of her fervent love.

15. The scene that followed may be imagined. Clarissa was again the belle of the village. But she treated the fulsome fawnings and congratulations of her old acquaintances with as little attention now, as

she had their scoffs before. Her father took her in a few days to Philadelphia, where she lived in the bosom of luxury and splendor; yet still as kind, and amiable, and lovely as she had ever been.

16. And even then, true to her early affections, she did not forget her faithful Charles, whose heart had never changed through all his father's persecutions, and her humiliation.

17. But when his father lost his estate, and his family was reduced by misfortunes to abject want, she married him, and restored them all to plenty and happiness again.

QUESTIONS. 2. How did Clarissa feel? 4. What did she resolve? 6. Who was among the crowd at the cattle show? What did he see? What did he do? 13. Where did her father find her? What is the rest of the story?

LESSON VII.

Spell and define.

4 Fór-est-er, one appointed to watch the king's forest.
8. Prince, a king's son.
9. Díg-ni-fi-ed, noble, honored.
11. Ob'-sti-nate, willful, stubborn.
11. Pét-tish-ly, fretfully, crossly.
11. Com-pél, to force, to constrain.
18. Háng-er, a kind of sword.
20. Tempt-á-tion, act of tempting, trial.
20. Per-mís-sion, liberty.
21. Cás-tle, a fortified house, fortress.
21. El'-e-ments, first principles.
22. Stéw-ard, a manager of another's affairs.

ERRORS. 2. *Bouns* for *bounds*; 5. *nass* for *nests*; 7. *yaller* for *yellow*; 11. *sick* for *quck*; 11. *fins* for *find*; 13. *tens* for *tends*; 19. *quivring* for *quivering*; 23. *showin* for *showing*.

DIRECTION. The colon, marked thus (:), requires a pause as long as three commas.

STORY OF THE BIRD'S NEST.

1. ONE fine spring morning, a poor boy sat under a tree, watching a flock of sheep which were feeding

in a meadow, between a clear, dancing trout-brook, and an old oak wood.

2. He held a book in his hand, and was so much engaged with it that he scarcely looked up, excepting that from time to time he cast a quick glance toward the sheep, to make himself sure they were all safe and within bounds.

3. Once, as he looked up from his book, he saw standing near him, a boy not much larger than himself, dressed in the richest and most graceful manner. It was the prince, the eldest son of the king, and heir to the throne.

4. The shepherd boy did not know him, but supposed him to be the son of the forester, who often came in on business to the fine old hunting-tower, which stood near by.

5. "Good morning, Mr. Forester," said the shepherd boy, taking off his straw hat, which, however, he instantly replaced; "can I do anything for you?" "Tell me, are there any birds' nests in these woods?" said the prince.

6. "That is a droll question for a young forestman," said the boy. "Don't you hear the birds singing all around? To be sure there are birds' nests enough here. Every bird has its own nest."

7. "Then do you know where there is a pretty one to be seen?" said the prince. "O, yes; I know a wonderful fine one," said the boy. "It is the prettiest nest I ever saw in my life. It is made of yellow straw, and is as smooth and neat inside, as if it had been turned in a lathe; and it is covered all over the outside with fine curled moss, so that you would hardly know there was a nest there. And

then there are five eggs in it. O, they are so pretty! They are almost as blue as the bright sky, which shines through these oak leaves over head."

8. "That is fine!" said the prince; "come and show me this same nest. I long to see it." "That I can easily believe," said the boy, "but I can not show you the nest." "I do not wish you to do it for nothing," said the prince; "I will reward you well for it." "That may be," said the boy. "But I can not show it to you."

9. The prince's tutor now stepped up to them. He was a dignified, kind-looking man, in a plain dark suit of clothes. The little shepherd had not before observed him. "Be not disobliging, my lad," said he. "The young gentleman here has never seen a bird's nest, although he has often read of them, and he wishes very much to see one. Pray do him the kindness to lead him to the one you have mentioned, and let him see it. He will not take it away from you. He only wishes to look at it. He will not even touch it." The shepherd-boy stood up respectfully, but said, "I must stick to what I have said. I can not show the nest."

10. "That is very unfriendly," said the tutor. "It should give you great pleasure to be able to do any thing to oblige our beloved prince Frederick." "Is this young gentleman the prince?" cried the young shepherd, and again took off his hat; but this time he did not put it on again. "I am very much pleased to see the prince, but that bird's nest I can not show any one; no, not even the king himself."

11. "Such a stiff-necked, obstinate boy, I never saw in my life," said the prince, pettishly. "But we

can easily find means to compel him to do what we wish."

12. "Leave it to me, if you please, my dear prince," said the tutor; "there must be some cause for this strange conduct." Then, turning to the boy, he said, "Pray tell us what is the reason you will not show us that nest, and then we will go away and leave you in peace. Your behavior seems very rude and strange; but if you have any good reason for it, do let us know it."

13. "Well!" said the boy; "that I can easily do. Michael tends goats there over the mountains. He first showed me the nest, and I promised him that I never would tell any body where it was." "That is quite another thing," said the tutor. He was much pleased with the honesty of the boy; but wished to put it to further proof. He took a piece of gold from his purse, and said,—

14. "See here! this piece of gold shall be yours, if you will show us the way to the nest. You need not tell Michael that you have done it, and then he will know nothing about it."

15. "Thank you, all the same," said the boy. "Then I should be a false rogue, and that I will not be. Michael might know it or not. What would it help me if the whole world knew nothing about it, if God in heaven and myself knew that I was a base, lying fellow?"

16. "Perhaps you do not know how much this piece of gold is worth," said the tutor. "If you should change it into coppers, you could not put them all into your straw hat, even if you should heap them up."

17. "Is that true?" said the boy, as he looked anxiously at the piece of gold. "O, how glad my poor old

father would be if I could earn so much!" He looked thoughtful a moment, and then cried out, "No, take it away!" Then, lowering his voice, he said, "The gentleman must forgive. He makes me think of the bad spirit in the wilderness, when he said, 'all this will I give thee.' Short and good; I gave Michael my hand on it, that I would not show the nest to any one. A promise is a promise, and herewith, farewell."

18. He turned, and would have gone away, but the prince's huntsman, who stood near and listened to what passed, came up, and clapping him on the shoulder, said, in a deep bass voice, "Ill-mannered booby! is this the way you treat the prince, who is to be our king? Do you show more respect to the rude goat-herd over the mountains, than to him? Show the bird's nest quick, or I will hew a wing from your body." As he said this, he drew his hanger.

19. The poor boy turned pale, and with a trembling voice, cried out, "O, pardon! I pray for pardon!" "Show the nest, booby," cried the hunter, "or I will hew!" The boy held both hands before him, and looked with quivering eyes on the bright blade, but still he cried in an agitated voice, "O, I can not! I must not! I dare not do it!"

20. "Enough! enough!" cried the tutor. "Put up your sword and step back, Mr. Hunter. Be quiet, my brave boy. No harm shall be done you. You have well resisted temptation. You are a noble soul! Go, ask permission of your young friend, and then come and show us the nest. You shall share the piece of gold between you!"

21. "Good! good!" said the boy; "this evening I will have an answer for you!" The prince and

tutor went back to the castle, to which they had come the day before, to enjoy the season of spring. "The nobleness of that boy surprises me," said the tutor, as they went along. "He is a jewel which can not be too much prized. He has in him the elements of a great character. So we may often find, under the thatched roof, truth and virtues which the palace does not present to view."

22. After they had returned, the tutor inquired of the steward whether he knew any thing about the shepherd-boy. "He is a fine boy," said the steward. "His name is George. His father is poor, but is known all around for an honest, upright, and sensible man." After the prince's studies were ended for the day, he went to the window, and immediately said, "Aha, the little George is waiting for us. He tends his small flock of sheep by the wood, and often looks toward the castle." "Then we will go and hear what answer he brings us," said the tutor.

23. They left the castle together, and went to the place where George tended his sheep. When he saw them coming, he ran to meet them, and called out joyfully, "It is all right with Michael! He called me a foolish boy, and scolded me for not showing you the nest at first, but it is better that I should have asked his leave. I can now show it to you with pleasure. Come with me, quick, Mr. Prince." George led the way on the run, to the oak wood, and the prince and tutor followed more slowly.

QUESTIONS. What is this story about? 1. What was the boy doing? 3. Who came to him? 5. What did the shepherd-boy say? What did the young prince want? 8. Did the shepherd-boy show him the nest? Why not? 8. What was offered to him to show it? 13. Did they try to hire him? 15. What did George say? 20. Of whom did he ask permission to show the nest?

LESSON VIII.

Spell and define.

1. Clús-ters, bunches.
2. Thick-et, a wood of shrubs or trees.
2. Ex'-cel-lent, very good.
4. Dis-túrb, to disquiet.
5. Nést-lings, young birds.
8. Beaú-ti-ful, very handsome.
8. Mo-róc-co, a kind of leather.
9. Choose, to select out.
9. Mis-táke, being in error.
13. Cú-rate, a parish priest.
15. Cáak-et, a small box of jewels.
15. Ti-dings, news.

ERRORS. 1. *Scatterin* for *scattering*; 2. *pinted* for *pointed*; 3. *wuth* for *worth*; 5. *erep* for *crept*; 6. *bess* for *best*; 7. *fur* for *far*; 10. *edecated* for *educated*.

DIRECTION. A period, marked thus (.), denotes a pause *four* times as long as a comma.

STORY OF THE BIRD'S NEST.—CONCLUDED.

1. "Do you see that yellow bird on the alder twig, that sings so joyfully?" said George to the prince. "That is the manikin! the nest belongs to him. Now we must go softly." In a part of the wood where the oak trees were scattering, stood a thicket of white thorns, with graceful, shining, green leaves, thickly ornamented with clusters of fragrant blossoms, which glittered like snow in the rays of the setting sun.

2. Little George pointed with his finger into the thicket, and said softly to the prince, "There! peep in once, Mr. Prince! the lady bird is sitting on her eggs." The prince looked, and had the satisfaction of seeing her on the nest. They stood quite still, but the bird soon flew away, and the prince, with the greatest pleasure, examined the neat, yellow straw nest, and the smooth, blue eggs. The tutor made many excellent remarks, and gave the prince some information in the mean time.

3. "Now come with us, and receive the money we promised you," said the tutor to George. "But the

gold piece will not be so good for you as silver money." He took out his purse and counted down on a stone, before the astonished George, the worth of the gold piece in bright, new dollars. "Now divide fairly with Michael," said the prince. "On honor!" answered George; and sprang, with the money, out of their sight.

4. The tutor afterward inquired whether George had divided equally with Michael, and found he had not given him a piece too little. His own part he carried to his father, and had not kept a penny for himself. Prince Frederick went every day to the bird's nest. At first the birds were a little afraid of him, but when they saw that he did not disturb them, they lost their fear, and went and came freely before him.

5. The prince's delight was full when he saw how the little birds crept from their shells;—how they all opened their yellow bills and piped loud, when the parents brought their food;—how the young nestlings grew, were covered with soft down, and then with feathers; and at length, one day, amid the loud rejoicings of the parents, they ventured their first flight to the nearest twig of the thorn tree, where the old birds fed them tenderly.

6. The prince and his tutor often met little George as he tended his sheep, while they strayed, now here, now there. The tutor was much pleased to observe that he always had his book with him, and spent all his spare time in reading. "You know how to amuse yourself in the best manner, George," said he to the boy. "I should be pleased to hear you read a little from that book which you love so well." George read aloud, with great zeal, and although he now and then miscalled a word, he did his best, and the tutor was

pleased. "That is very well," said he. "In what school did you learn to read?"

7. "I have never been in any school," said George, sadly. "The school is too far off, and my father had no money to pay for it. Besides, I have not any time to go to school. In summer I tend the sheep, and in winter I spin at home. But my good friend Michael can read very well, and he has promised to tell me all he knows. He taught me all the letters, and the lines of spelling. This is the same book that Michael learned from. He gave it to me, and I have read it through three times. To be sure, it is so worn out now, that you cannot see all the words, and it is not so easy to read it as it was."

8. The next time the prince came to the woods, he showed George a beautiful book, bound in gilded morocco. "I will lend you this book, George," said the prince, "and as soon as you can read a whole page without one mistake, it shall be yours." Little George was much delighted, and took the book with the ends of his fingers, as carefully as if it had been made of a spider's web, and could be as easily torn.

9. The next time they met, George gave the book to the prince, and said, "I will try to read any page that you may please to choose from the first six leaves." The prince chose a page, and George read it without making a mistake. So the prince gave him the book for his own. One morning the king came to the hunting castle on horseback, with only one attendant. He wished to see, by himself, what progress his son and heir was making in his studies. At dinner, the prince gave him an account of the bird's nest, and the noble conduct of the little shepherd.

10. "In truth," said the tutor, "that boy is a precious jewel. He would make a most valuable servant for our beloved prince; and as God has endowed him with rare qualities, it is much to be wished that he should be educated. His father is too poor to do any thing for him; but with all his talents and nobleness of character, it would be a pity, indeed, that he should be left here to make nothing but a poor shepherd, like his father."

11. The king arose from the table, and called the tutor to a recess of one of the windows, where they talked long together. After it was ended, he sent to call George to the castle. Great was the surprise of the poor shepherd-boy, when he was shown into the rich saloon, and saw the dignified man who stood there with a glittering star on his breast. The tutor told him who the stranger was, and George bowed himself almost to the earth.

12. "My good boy," said the king, in a friendly tone, "I hear you take great pleasure in reading your book; should you like to study?" "Ah!" said George, "if nothing was wanting but my liking it, I should be a student to-day. But my father has no money. That is what is wanting."

13. "Then we will try whether we can make a student of you," said the king. "The prince's tutor here has a friend, an excellent country curate, who takes well-disposed boys into his house to educate. To this curate I will recommend you, and will be answerable for the expenses of your education. How does the plan please you?" The king expected that George would be very much delighted, and seize his grace with both hands. And, indeed, he began to

smile, at first, with much seeming pleasure, but immediately after, a troubled expression came over his face, and he looked down in silence.

14. "What is the matter?" said the king; "you look more like crying, than being pleased with my offer. Let us hear what it is?" "Ah! sir," said George, "my father is so poor! what I earn in summer by tending sheep, and in winter by spinning, is the most that he has to live on. To be sure it is but little, yet he can not do without it."

15. "You are a good child," said the king, very kindly. "Your dutiful love for your father is more precious than the finest pearl in my casket. What your father loses by your changing the shepherd's crook and spinning-wheel, for the book and pen, I will make up to him. Will that do?" George was almost out of his senses for joy. He kissed the king's hand, and wet it with tears of gratitude, then darted out to carry the joyful tidings to his father. Soon father and son both returned, with their eyes full of tears, for they could express their thanks only by weeping.

16. When George's education was completed, the king took him into his service, and after the king's death, he became counselor to the prince, his successor. His father's last days were made easy and happy, by the comforts which the integrity of the poor shepherd-boy had procured him. Michael, the firm friend and first teacher of the prince's favorite, was appointed to the place of forester, and fulfilled all his duties well and faithfully.

QUESTIONS. 1. What did George show the young prince? 3. What did the tutor give George? 5. What gave the young prince so much delight? 8. What did the prince show George? 12. When the king sent for George, what did he say to him? 13. What did the king do for George? 16. What did George at last become?

LESSON IX.

Spell and define.

1. Món-arch, sole ruler.
2. Táme-ness, gentleness.
3. As-suáge, to soften or lessen.
4. Re-sides, dwells or abides.
4. Pré-cious, of great value.
5. Re-pórt, rumor, tidings.
6. Tém-pest, storm.
6. Hûr-ries, hastens.
7. Lair, place of rest.
7. Mér-cy, clemency, pity.

ERRORS. 3. *Sor-rer* for *sorrow*; 4. *church-goin* for *church-going*; 6. *arrers* for *arrows*; 6. *moment* for *moment*; 7. *evun* for *even*.

ALEXANDER SELKIRK'S SOLILOQUY.

1. I AM monarch of all I survey,
   My right there is none to dispute;
   From the center all round to the sea,
   I am lord of the fowl and the brute.
   O, solitude! where are the charms,
   That sages have seen in thy face?
   Better dwell in the midst of alarms,
   Than reign in this horrible place.

2. I am out of humanity's reach;
   I must finish my journey alone;
   Never hear the sweet music of speech;
   I start at the sound of my own.
   The beasts that roam over the plain;
   My form with indifference see;
   They are so unacquainted with man,
   Their tameness is shocking to me.

3. Society, friendship, and love,
   Divinely bestowed upon man,
   O, had I the wings of a dove,
   How soon would I taste you again!

My sorrow I then might assuage
In the ways of religion and truth;
Might learn from the wisdom of age,
And be cheered by the sallies of youth.

4. Religion! what treasure untold,
Resides in that heavenly word!
More precious than silver or gold,
Or all that this earth can afford.
But the sound of the church-going bell,
These valleys and rocks never heard,
Ne'er sighed at the sound of a knell,
Or smiled when a sabbath appeared.

5. Ye winds that have made me your sport,
Convey to this desolate shore,
Some cordial, endearing report
Of a land I shall visit no more.
My friends, do they now and then send
A wish or a thought after me?
O, tell me I yet have a friend,
Though a friend I am never to see.

6. How fleet is a glance of the mind!
Compared with the speed of its flight
The tempest itself lags behind,
And the swift-winged arrows of light.
When I think of my own native land,
In a moment I seem to be there;
But, alas! recollection at hand,
Soon hurries me back to despair.

7. But the sea-fowl has gone to her nest,
The beast is laid down in his lair;

Even here is a season of rest,
And I to my cabin repair.
There 's mercy in every place;
And mercy — encouraging thought!
Gives even affliction a grace,
And reconciles man to his lot.

LESSON X.

Spell and define.

1. Con-cén-trate, to bring to a point.
1. E-vénts, things which come.
1. Pro-grés, to advance or go forward.
2. Mis-er-a-ble, very unhappy.
3. Friénd-less, without friends.
3. Or'-phans, children bereaved of one or both parents.
4. With-er-ed, faded, dried.

ERRORS. 1. *To-morrer* for *to-morrow*; 2. *mierable* for *miserable*; 3. *parens* for *parents*; 3. *hungerry* for *hungry*; 4. *wat* for *what*.

TO-MORROW.

1. How many hopes and fears concentrate in to-morrow! And yet how uncertain is it, what the events of to-morrow may be! Who can tell what a day may bring forth! To-morrow is near at hand; a few hours only separate it from the present moment; yet what it will bring, what events it will commence, with what changes it will progress, and with what events it will close, none can tell.

2. To-morrow may make the rich poor, and the poor rich; to-morrow may make the well sick, and the sick well; to-morrow may make the happy miserable, and the miserable happy. Those who laugh to-day, may weep to-morrow; and those who weep to-day, may laugh to-morrow. The good for which we

hope, or the evil we fear, may not come with to-morrow; while the good we never looked for, or the evil we never expected, to-morrow may bring upon us.

3. Some children who have kind parents to-day, and are happy, to-morrow will have no parents: will be weeping, sorrowful, friendless orphans. Some who are poor and friendless, hungry and naked to-day, will have found friends to-morrow.

4. What is but a bud to-day, will be a rose to-morrow; and what is a rose to-day, will be a withered stem to-morrow. Some children that bloom like roses to-day, will be cold in death to-morrow! Children, will you think of these things?

QUESTION. Who in the class will tell me the most about this piece?

LESSON XI.

Spell and define.

1. Plant-á-tion, a cultivated farm.
1. In-fést-ed, troubled with, annoyed.
3. Scrú-pu-lous, (careful,) doubting.
3. Ech'-oes, reflected sounds.
4. De-spáir, without hope.
4. Rav-en-ous, eager for prey.
9. Dis-cón-so-late, sorrowful.
9. Vís-i-bly, plainly.
12. Sa-gác-i-ty, quick discernment.
12. Re-pást, food taken.

ERRORS. 1. *Wile* for *wild*; 2. *leven* for *eleven*; 3. *leas* for *least*; 4. *bans* for *bands*; 6. *neger* for *negro*; 6. *chile* for *child*; 7. *arternoon* for *afternoon*.

REMARK. The Indians were in this country when Columbus discovered it in 1492.

THE INDIAN AND HIS DOG.

1. IN the town of Ulster, in the State of Pennsylvania, lived a man whose name was Le Fever. He owned a plantation near the Blue Mountains, a place which was much infested at that time with wild animals.

2. He had a family of eleven children. One morning he was greatly alarmed at missing the youngest, who was about four years of age. The distressed family sought after him in the river, and in the fields, but to no purpose. Greatly terrified, they united with their neighbors in quest of him.

3. They entered the woods, which they searched with the most scrupulous attention. A thousand times they called him by name; "Derick, little Derick," was repeated on all sides, but no answer was returned, save the echoes of the wilds. They then assembled at the foot of the mountains, without being able to gain the least information respecting the child.

4. After resting themselves a short time, they formed themselves into different bands; and night coming on, the parents in despair refused to return home; for their fright constantly increased from the

knowledge they had of the mountain cats and other ravenous animals that frequented the place.

5. Often came into their minds, the horrid idea of a wolf, or some other dreadful animal devouring their child. "Derick, my poor little Derick! where art thou?" frequently exclaimed the mother, in tones of the deepest distress, but all of no avail. As soon as day-break appeared, they renewed their search, but as unsuccessfully as on the preceding day.

6. Fortunately, an Indian, laden with furs, passing by, called at the house of Le Fever, intending to repose himself there as he usually did, on his traveling through that part of the country. He was surprised to find no one at home but an old negro, who was too feeble to go in search of the child. "Where is my brother?" said the Indian. "Alas!" replied she, "he has lost his little Derick, and all the neighborhood are employed in looking after him in the woods."

7. It was then three o'clock in the afternoon. "Sound the horn," said the Indian, "and if possible call thy master home. I will find his child." The horn was sounded; and as soon as Le Fever returned, the Indian asked him for the shoes and stockings that little Derick had last worn.

8. He then ordered his dog, which he brought with him, to smell them. He then led him into a field about twenty rods from the house, and commenced conducting him in a circular manner round the house, bidding him smell the ground as they proceeded. He had not gone far, when the dog began to bark. He then let him go, when the dog followed the scent and barked again.

9. The sound brought some feeble ray of hope to the

disconsolate parents, and the party pursued him with all their speed, but soon lost sight of him in the woods. Half an hour afterward, they heard him again, and soon saw him return. The looks of the dog were visibly altered; an air of joy seemed to animate him, and his actions showed that his search had not been in vain.

10. "I am sure he has found the child," exclaimed the Indian, "but whether dead or alive I am unable to tell." The Indian then followed his dog, which led him to the foot of a large tree, where lay the child, in a very feeble state, nearly approaching death. He took him tenderly in his arms, and carried him to his disconsolate parents.

11. Happily the father and mother were in some measure prepared to receive their child. Their joy was so great, that it was more than a quarter of an hour before they could express their gratitude to the kind restorer of their child. Words cannot express the affecting scene. After they had bathed the face of the child with their tears, they threw themselves on the neck of the Indian, whose heart, in unison, melted with theirs.

12. Their gratitude then extended to the dog. They caressed him with inexpressible delight, as the animal, which, by means of his sagacity, had found their little Derick; believing that, like the rest of the company, he must stand in need of refreshment, a plentiful repast was prepared for him, after which, he and his master went on their journey. The company, mutually pleased at the happy event, returned to their respective homes, highly delighted with the kind Indian and his wonderful dog.

QUESTIONS. What is this story about? 2. Which child was lost? 6. What is said of the Indian? 8. What did he order his dog to do? 10. Was the child found? 11. How did the parents feel?

LESSON XII.

Spell and define.

2. Ví-o-lent, forcible, strong.
2. Vé-hi-cle, any kind of a carriage.
6. Dél-i-cate, nice, feeble.
8. Be-név-o-lence, good will.
11. Hu-mán-i-ty, (kind feelings.)
12. In'-ci-dent, that which happens.
15. In'-di-ca-ted, pointed out.
16. Rec-ol-léct, to recall to mind.
18. Ex-cít-ed, roused.
24. Náught-y, bad, wicked.
25. Mód-est-ly, in a modest manner.
27. Nár-ra-tive, an account.

ERRORS. 1. *Travelin* for *traveling; kerrige* for *carriage;* 2. *sleepin* for *sleeping;* 6. *wy* for *why;* 7. *bein* for *being;* 15. *cherity* for *charity;* 16. *acrost* for *across;* *kinely* for *kindly.*

DIRECTION. When you can not tell what a word means, look in some dictionary, or ask your teacher.

THE LITTLE ORPHAN GIRL.

1. ON a dark, cold night, in the middle of November, as Mr. Hardy was traveling in a stage-coach from London to Norwich, he was roused from a sound sleep, by the coachman's opening the door of the carriage, and begging leave to look for a parcel which was in the box under Mr. Hardy's seat.

2. The opening of the door admitted a violent gust of wind and rain, which was very unpleasant to the feelings of the sleeping passengers, and roused them to a consciousness of the situation of those who were on the outside of the vehicle.

3. "I hope, coachman, you have a good thick coat on, to guard you against the cold and wet," said Mr. Hardy. "I have a very good one, sir," replied the man; "but I have lent it to a poor little girl that we have on the top; for my heart bled for her, poor thing, she had so little clothing to keep her warm."

4. "A child exposed on the outside of the coach on such a night as this!" exclaimed Mr. Hardy; "I am sure it would be very wrong in us to let her stay there. Do let us have her in immediately; it is quite shocking to think of her being in such a situation."

5. "Oh, no," cried a gentleman oppŏsite; "we can do nothing with her here; it is quite out of the question. The coach is already full, and she will be so wet that we might as well be on the outside ourselves as to sit near her. Besides, she is a poor child, in charge of the master of a workhouse, and one does not know what she may have about her."

6. "Why, as to that, sir," replied the coachman, "I believe she is clean as any child needs to be, though she is rather delicate looking,—poor thing. But she is a fine little creature, and deserves better fare than she is likely to get where she is going."

7. "Let her come in, at any rate," said Mr. Hardy; "for, poor or rich, she is equally sensible of cold; and no one, I am sure, who has a child of his own, can bear the idea of her being so exposed; and as to her being wet, I will wrap her in my plaid, and take her on my knee, so that no one can feel any inconvenience from it."

8. This silenced the gentleman's objections; and the rest of the company agreeing to it, the coachman was desired to bring the child in, which he gladly did; and the dry plaid being rolled about her, Mr. Hardy took her on his knee, and putting his arm around her waist, clasped her, with benevolence and self-satisfaction, to his breast. "I am afraid you are very cold, my poor little girl," said he.

9. "I was very cold indeed, till the coachman was

so good to me as to let me have his coat," replied she, in a very sweet and cheerful voice; "but you have made me warmer still," she added; and as she spoke, she laid her head against the breast of her benevolent friend, and was asleep in a few minutes.

10. "The coachman showed a great deal of concern for her," said one of the passengers; "I could hardly have expected so much feeling in the driver of a stage-coach."

11. "I believe there is much more humanity among the lower classes of people than is generally supposed," replied Mr. Hardy; "for we seldom meet with one who is deaf to the appeals of childhood or helplessness."

12. His companion was too sleepy to dispute the point, and the whole party soon sunk into the same state of torpor from which this little incident had roused them, and from which they were only occasionally disturbed by the changing of horses, or the coachmen's applications for their usual fee, till the full dawn of day induced them to shake off their drowsiness.

13. When Mr. Hardy awoke, he found that his little companion was still in a sound sleep, and he thought, with satisfaction, of the comfortable rest which he had procured for her, with only a very little inconvenience to himself.

14. He was glad, too, that he had interested himself for her before he saw her; for, had he seen the prepossessing face which he then beheld, he might have suspected that his interference had been prompted by her beauty, as much as occasioned by her distress.

15. She appeared to be about five years old, of a

fair complexion, and regular features; but Mr. Hardy was particularly interested with her sensible and expressive countenance, which indicated extreme sweetness of disposition. "What a pity," thought he, as he looked at her, "that so promising a little creature should be confined to the charity of a poor-house, and there reared in vice and ignorance!"

16. As these thoughts passed across his mind, the little girl awoke, and looked around her, as if at a loss to know where she was; but the next moment, seeming to recollect herself, and looking in Mr. Hardy's face, she returned his kindness by a smile of satisfaction. "Have you had a good sleep, my dear?" asked he kindly. "Yes, sir, I have been sleeping very soundly, and I thought I was at home." "Where is your home?" asked Mr. Hardy.

17. "I call where my aunt Jane used to live, my home." "And where did your aunt Jane live?" "I do n't know what they called the place; but it was at the end of a long lane, and there was a pretty garden before the house. It was such a nice place, I am sure you would like it if you saw it." "Do you not know the name of the place?"

18. "No, sir, I do not know what they call it, only that it was aunt Jane's house, and it was near the large town they call Ipswich, where my father lived, and where there were a great many ships and a large river." Surprised at the easy and proper manner in which this little girl, who bore marks of nothing but the greatest poverty, expressed herself, Mr. Hardy's curiosity was greatly excited, and feeling much interested respecting her, he asked her name.

19. "My aunt Jane used to call me Fanny Edwin,"

replied she; "but my new mother told me I must say my name is Peggy Short, but I do not like that name." "Why did she tell you to call yourself by that name?" asked Mr. Hardy.

20. "I can not tell, sir, for she used to call me Fanny herself till she took me to the large town that we came to yesterday, and then she called me Peggy, and said I must call myself so." "Where is your aunt Jane now? And your new mother, as you call her, where is she gone?"

21. "My aunt Jane, sir, went away a long time since; she said she was forced to go to a lady who was ill, that had been very kind to her; but she would come back to me soon, and then I should live with her again, and that I must love her till she came back; and I have loved her all this time very dearly, but she has never come again." As the child said this her little heart swelled, and her eyes filled with tears.

22. "Where did you say she left you?" inquired Mr. Hardy. "I went to live with my father; for I had a new mother, my aunt Jane said, who would take care of me.

23. "But my father went away in a ship, and my new mother said he was drowned in the sea, and would never come back again; and then she was not very kind to me; not so very kind as my aunt Jane used to be; for my aunt Jane never beat me, but used to take me upon her knee, and tell me pretty stories, and teach me the way to read them myself, and to sew, that I might learn to be a useful woman; and used to kiss me, and say she loved me very dearly, when I was a good girl."

24. "And I hope you were always a good girl,"

said Mr. Hardy, patting her cheek. A confused blush covered the face of his little companion as he said this. "No, sir," said she, "I was not always good, for once I told a story, and my aunt Jane did not love me for a great many days, and I was very unhappy." "That was indeed naughty; but you will never tell another story, I trust."

25. "I hope not," said the child modestly; and Mr. Hardy, desirous of knowing something more of her history, asked her again what had become of her mother.

26. "I do not know where she has gone; but I am afraid she has lost herself, for when we got to the large town, she told me to sit down upon a door-step till she came back to me; and I sat a very long time, till it was quite dark, and I was very cold and hungry, and she never came to me, and I could not help crying; so the lady heard me that lived in the house, and came to me and asked me what was the matter; and when I told her, she took me into the kitchen, and gave me something to eat, and was very kind to me."

27. At this simple narrative the passengers were all much affected; and even the gentleman who had, at first, opposed her coming into the coach, rubbed his hand across his eyes and said, "Poor thing—poor thing;" while Mr. Hardy pressed her more closely toward him, and rejoiced that Providence had enabled him to provide his OWN DAUGHTER, for such he now knew her to be, with every indulgence that affection could desire.

QUESTIONS. 1. How was Mr. Hardy traveling? 3. What did he say to the coachman? 3. Who was outside of the coach? 5. Who was unwilling to have the little girl in the coach? 16. When she awoke, what did Mr. Hardy say to her? 19. What did she say of her aunt Jane? What of her mother? What is the rest of the story? 27. Whose child was the little girl?

LESSON XIII.

Spell and define.

1. Czar, the title of the Emperor of Russia.
1. Lói-ter, to linger.
1. Stile, a set of steps to pass from one inclosure to another.
1. Ac-cóst-ed, spoken to.
3. Pár-ty, the company.
3. Sur-prís-ed, astonished.
3. Sa-lút-ed, greeted, cheered.
3. Arch'-ly, shrewdly.

ERRORS. 1. *Hunin* for *hunting*; 2. *ridin* for *riding*; *res* for *rest*.

PETER THE GREAT.

1. ONE day, as the czar was returning from hunting, he happened to loiter behind the rest of the company to enjoy the cool air, when, looking around, he observed a boy standing on the top bar of a stile, looking earnestly about him, upon which he rode briskly up and accosted him with, "Well, my boy, what are you looking for?"

2. "Please your honor," said the boy, "I am looking out for the king." "Oh," said the emperor, "if you will get up behind me, I'll show you him." The boy then mounted, and, as they were riding along, the czar said, "You will know which is the emperor by seeing the rest take off their hats to him."

3. Soon after, the emperor came up to the party, who, much surprised at seeing him so attended, immediately saluted him, when the czar, turning around his head, said, "Now, do you see who 's the king?" "Why," replied the boy, archly, "it is one of us two, but I am sure I do n't know which, for we 've both got our hats on."

LESSON XIV.

Spell and define.

1. Spé-cies, a sort or kind.
2. Be-siég-ed, hemmed in by soldiers.
2. Of-fi'-cial, pertaining to office.
4. In'-stinct, natural aptitude.
5. A-é-ri-al, pertaining to the air.
7. Ex-cúr-sion, a journey, a ramble.
9. Con-trást, to set in opposition.
9. El'-e-va-ted, raised.
9. In-di-cá-tions, signs of.
9. Spi-ral, circular.

ERRORS. 2. *Ginerals* for *generals*; 4. *cretur* for *creature*; *derects* for *directs*; 6. *findin* for *finding*.

THE CARRIER PIGEON.

1. THIS species of pigeon is easily distinguished from all others by the eyes, which are encompassed about with a broad circle of naked, white skin, and by being of a dark blue or blackish color.

2. These derive their name from the service in which they have been employed. They have been, for ages, used to convey speedy messages from place to place, from governors in besieged cities, to generals who are expected to relieve them; they were sent from princes to their subjects, with official dispatches, or from governors of provinces to the seat of general government, with the news of important events.

3. It is attachment to their native place, and particularly where they have brought up their young, that leads them to seek a return with so much eagerness. They are first brought from the place where they are bred, and whither it is intended to send them back with information. The letter is tied under the bird's wing, and it is then let loose to return.

4. The little creature no sooner finds itself at liberty, than its passion for home directs all its motions.

It is first seen flying directly into the air, to an amazing height, and then, with the greatest certainty and exactness, directing itself, by some surprising instinct, toward its native spot, which often lies far distant.

5. We have no doubt, says a writer in the Library of Entertaining Knowledge, it is by the eye alone that the carrier pigeon performs those extraordinary aërial journeys, which have from the earliest ages excited astonishment!

6. We have frequently witnessed the experiment made with other pigeons, of taking them to a distance from the dove-cot, expressly to observe their manner of finding their way back, and we feel satisfied that their proceedings are uniformly the same.

7. On being let go from the bag, in which they have been carried, in order to conceal from their notice the objects on the road, they dart off on an irregular excursion, as if it were more to ascertain the reality of their freedom, than to make an effort to return. When they find themselves at full liberty, they direct their flight in circles round the spot whence they have been liberated, not only increasing the diameter of the circle at every round, but rising at the same time gradually higher.

8. This is continued as long as the eye can discern the birds; and hence we conclude, that it is also continued after we lose sight of them, a constantly increasing circle being made, till they ascertain some known object, enabling them to shape a direct course.

9. It is not a little interesting, to contrast the proceedings just described with those of a pigeon let off from a balloon elevated above the clouds. Instead of rising in circles like the former, the balloon pigeon

drops perpendicularly down like a plummet till it is able to recognize some indications of the earth below; when it begins to whirl around in a descending spiral, increasing in diameter, for the evident purpose of surveying its locality, and discovering some object previously known, by which to direct its flight.

10. The rapidity with which the carrier pigeon performs long journeys, may perhaps be adduced as an objection to this explanation. M. Antoine, for example, tells us that a gentleman of Cologne, having business to transact at Paris, laid a wager of fifty Napoleons that he would let his friend know of his arrival within three hours; and as the distance is three hundred miles, the bet was eagerly taken.

11. He accordingly took with him two carrier pigeons which had young at the time, and on arriving at Paris, at ten o'clock in the morning, he tied a letter to each of his pigeons, and dispatched them at eleven precisely.

12. One of them arrived at Cologne at five minutes past one o'clock, and the other nine minutes later; and consequently they had performed nearly a hundred and fifty miles an hour, reckoning their flight to have been in a direct line. But their rapidity was probably much greater, if they took a circular flight, as we have concluded from the above facts.

13. The bird let loose in eastern skies,
When hastening fondly home,
Ne'er stoops to earth her wings, or flies
Where idle wanderers roam.

QUESTIONS. What is a carrier pigeon? Where is the letter placed? How is it supposed these pigeons learn their course home? Are they employed to convey intelligence? How far do they commonly fly in an hour?

LESSON XV.

Spell and define.

1. Nan-tŭck-et, an island.
2. Cruise, a roving voyage.
2. Cape Horn, the southern cape of South America.
4. Flŭsh-ed, reddened.
4. An'-guish, deep distress.
5. A-dieu', a farewell.
6. Ex-pánse, a wide space.
7. Tī-dings, intelligence.
7. E-mō-tions, excitements of mind.
7. En-deăv-ors, efforts, trials.
8. Im-ăg-in-ing, thinking.

ERRORS. 2. *Ile* for *oil*; 2. *feelins* for *feelings*; 3. *hum* for *home*; 4. *rockin* for *rocking*; 7. *stans* for *stands*.

REMARK. The mark of exclamation, made thus (!), denotes wonder or surprise; as, O, horrid!

DANGERS OF THE WHALE FISHERY.

1. NANTUCKET is sustained entirely by the whale fishery. But few persons are aware of the peculiar trials and dangers which this business involves.

2. Our ships are fitted out for a cruise of four years. If they return with a cargo of sperm oil in forty months, they are thought to be remarkably successful; but not unfrequently they recruit their exhausted stores in some port around Cape Horn, and nearly five years pass away ere the storm-worn ship again appears in our harbor. Who, then, can imagine the feelings which must agitate a family when the husband and the father leaves his home for such a voyage as this?

3. A man was speaking to me, a few days ago, of the emotions with which he was overwhelmed, when he bade adieu to his family, on the last voyage. The ship in which he was to sail was at Edgartown, on Martha's Vineyard. The packet was at the wharf, which was to convey him from Nantucket to the ship.

He went down in the morning, and saw all his private sea stores stowed away in the little sloop, and then returned to his home to take leave of his wife and child.

4. His wife was sitting at the fireside, struggling to restrain her tears. She had an infant, a few months old, in her arms, and with her foot was rocking the cradle, in which lay another little daughter, about three years of age, with her cheeks flushed with a burning fever. No pen can describe the anguish of such a parting. It is almost like the bitterness of death. The departing father imprints a kiss upon the cheek of his child. Four years will pass away, ere he will again take that child in his arms. Leaving his wife sobbing in anguish, he closes the door of his house behind him. Four years must elapse ere he can cross that threshold again.

5. One sea captain, upon this island, has passed but seven years of forty-nine upon the land. A lady said to me, a few evenings ago, "I have been married eleven years; and, counting all the days my husband has been at home since our marriage, it amounts to but three hundred and sixty days. He is now absent, having been gone fifteen months; and two years more must, undoubtedly, elapse ere his wife can see his face again. And when he does return, it will be merely to visit his family for a few months, when he will again bid them adieu for another four years' absence."

6. I asked a lady, the other day, how many letters she wrote to her husband during his last voyage. "One hundred," was the answer. "And how many of them did he receive?" "Six." The invariable

rule is to write by every ship that leaves this port, or New Bedford, or any other port that can be heard from, for the Pacific Ocean; and yet the chances are very small that any two ships will meet on that boundless expanse. It sometimes happens that a ship returns, when those on board have not heard one word from their families, during the whole period of their absence.

7. Imagine, then, the feelings of a husband and a father, who returns to the harbor of Nantucket, after a separation of forty-eight months, during which time he has heard no tidings whatever from his home. He sees the boat pushing off from the wharf, which is to bring him tidings of weal or woe. He stands pale and trembling, pacing the deck, overwhelmed with emotions which he in vain endeavors to conceal. A friend in the boat greets him with a smile, and says, "Captain, your family are all well." Or, perhaps, he says, "Captain, I have heavy news for you; your wife died two years and a half ago."

8. A young man left this island last summer, leaving in his quiet home a young and beautiful wife and infant child. That wife and child are now both in the grave. But the husband knows it not, and probably will not know it for months to come. He, perhaps, falls asleep every night, thinking of the loved ones he left at his fireside, little imagining that they are both cold in death.

QUESTIONS. 2. How long are ships sometimes gone on whaling voyages? What do they get? 4. What is said of parting? 5. What did the lady say? 7. What are the feelings of a husband? What can you relate of all the story?

LESSON XVI.

Spell and define.

1. Bán-ner, a flag or streamer.
1. Un-fúrl-ed, unfolded.
2. Con-tén-tion, strife.
3. Com-póse, to quiet.
3. Sónse-less, void of sense.
4. Oc-cúr-rence, that which happens.
5. Hár-bor, a place for ships.
5. Es-córt, to guard on the way.
5. Mad-a-gás-car, an island near the eastern coast of Africa.
6. Har-póon, a dart to strike whales with.

ERRORS. 1. *Arternoon* for *afternoon*; *emmotion* for *emotion*; 3. *winder* for *window*; *husbun* for *husband*.

DANGERS OF THE WHALE FISHERY.—CONCLUDED.

1. ON a bright summer afternoon, the telegraph announces that a Cape Horn ship has appeared in the horizon. And immediately the stars and stripes of our national banner are unfurled from our flag-staff, sending a wave of emotion through the town. Many families are hoping that it is the ship in which their friends are to return, and all are hoping for tidings from the absent. Soon the name of the ship is announced.

2. Then there is an eager contention with the boys to be the first bearer of the joyful tidings to the wife of the captain, for which service a silver dollar is the established and invariable fee. Trembling with excitement, she dresses herself to meet her husband. "Is he alive?" she says to "herself; or am I a widow, and these poor children orphans?"

3. She walks about the room unable to compose herself sufficiently to sit down. She looks eagerly out of the window, and down the street, and sees two men coming slowly and sadly, and directing their steps to her door. The blood flows back upon her heart. They rap at the door. It is the knell of her

husband's death; and she falls senseless to the floor, as they tell her that her husband has long been entombed in the fathomless ocean.

4. This is not mere fiction. These are not extreme cases, which the imagination creates. They are facts of continual occurrence, facts which awaken emotions to which no pen can do justice. A few weeks ago, a ship returned to this island, bringing the news of another ship, that she was nearly filled with oil; that all on board were well; and that she might be expected in a neighboring port in such a month.

5. The wife of the captain resided in Nantucket; and early in the month, with a heart throbbing with affection and hope, she went to greet her husband on his return. At length, the ship appeared, dropped her anchor in the harbor, and the friends of the lady went to the ship to escort the husband to the wife from whom he had so long been separated. Soon they sadly returned, with the tidings that her husband had been seized with the coast fever, upon the Island of Madagascar; and when about a week out, on his return home, he died, and was committed to his ocean burial. A few days after, I called on the weeping widow and little daughter, in their desolate home of bereavement and anguish.

6. A few month's ago, a boat's crew of six men were lost, under the following circumstances. A boat had been lowered to take a whale. They had plunged the harpoon into the huge monster, and he rushed with them at railroad speed, out of sight of the ship. Suddenly a fog began to rise, and envelop the ship, and to spread over the whole expanse of the ocean. It was impossible to see any object at the distance of

a ship's length. And there was an open whale-boat, with six men in it, perhaps fifteen miles from the ship, with food and water for but a few hours' consumption, and utterly bewildered in the dense fog.

7. The darkness of night soon came on. The wind began to rise, the billows to swell. Every effort was made by firing guns and showing lights, to attract the lost boat. The long hours of night rolled away, and a stormy morning dawned, and still no boat appeared. For several days, they sailed in circles around the spot, but all in vain. The boat was either dashed by the whale, or swamped by the billows of the stormy night; or, as it floated, day after day, upon the wide expanse of the Pacific, one after another of the crew, emaciated with thirst and famine, dropped down and died. And is not that an afflicted home, where the widowed mother now sits, with her child in her arms, weeping over her husband thus painfully lost?

8. And still, when we take into account the great numbers engaged in the whale-fishery, and the imminent perils which the pursuit involves, it is indeed astonishing that there are not more fatal accidents. A large whale, with one lash of his mighty flukes, can shiver a boat to fragments, and sink to fathomless depths the mangled corpses of all who are in it. He needs to close his jaws but once, to crush the boat like an eggshell. Sometimes, plunging into the ocean's mysterious profound, he comes rushing perpendicularly up, with inconceivable velocity, strikes the bottom of the boat with his head, and throws it, with all who are in it, fifteen feet into the air; and, as the broken fragments of the boat and the wounded men, are scattered over the water, he lashes the

ocean into foam with his flukes, and is off, leaving his enemies to perish in the waves, or to be picked up by other boats.

9. There are hardly any scenes upon the field of battle, more replete with danger than those which are often witnessed in this perilous pursuit. Many lives are lost every year. And yet there appears to be no difficulty in finding those who are willing, for a comparatively small remuneration, to face these dangers. If a man is successful, in the course of some twenty years, he lays up a moderate competence for the rest of his days. And this hope cheers him through innumerable trials, and hardships, and disappointments, and dangers.

QUESTIONS. Is whaling a dangerous business? Where do they go to take whales? What does the boy get who brings the first news of the ship's return to the captain's family?

LESSON XVII.

Spell and define.

2. Aúd-i-ence, an assembly of hearers.
3. In-vét-er-ate, deep rooted.
3. As-saúlts, attacks.
4. Lúrk-ing, keeping out of sight.
6. Plú-mage, feathers on a fowl.
8. Ra-pid-i-ty, swiftness.
9. De-ceíves, misleads, cheats.
9. Coún-ter-feit-ing, imitating.
10. Twít-ter, to make a noise as swallows.
13. In-ăn-i-mate, without life.
14. Sól-i-ta-ry, lonely.

ERRORS. 2. *Nateral* for *natural*; 3. *bils* for *builds*; *voiolent* for *violent*; *partikelar* for *particular*; 4. *lurkin* for *lurking*.

THE MOCKING BIRD.

1. THE name of this bird very properly expresses its principal quality, that of mocking or imitating the songs and notes of other birds.

2. This bird is a native of America, and in its wild state is nowhere else to be found. As a natural and untaught songster, it stands unrivaled among the feathered creation; there being no bird capable of uttering such a variety of tones, or of giving equal entertainment to an audience.

3. The mocking bird builds her nest on some tree not far from the habitations of men. Sometimes an apple tree standing alone answers her purpose, and she places it not far from the ground. But if these birds are not careful to conceal their habitation, the male is always ready to defend it; for neither cat, dog, man nor any other animal can come near, while the female is sitting, without meeting with a sudden and violent attack. The cat, in particular, is an object of the most inveterate hatred, and is tormented with such repeated assaults, as generally to make her escape without delay.

4. The black snake is another deadly enemy, and when found lurking about the nest, is sure to meet with a sound drubbing, and does well to come off even with this; for the male sometimes darts upon it with such fury, and strikes it on the head with such force, as to leave it dead on the field of battle.

5. Having destroyed his enemy, this courageous bird flies immediately to the tree which contains his nest and his companion, and, seating himself on the highest branch, pours forth his best song in token of victory.

6. Although the plumage of the mocking bird is not so beautiful as that of many others, his slim and well made figure entitles him to a respectable standing for looks among his feathered brethren. It is not his appearance, however, but his song, that

raises him so high in the estimation of man, and fixes his value above that of almost any other bird.

7. A stranger who hears this songster for the first time, listens to him with perfect astonishment. His voice is clear, strong, full, and of such compass as to enable him to imitate the notes of every other bird he has ever heard.

8. He also has a most remarkable memory; for when there is not another songster in his hearing, he will recollect and repeat the songs of nearly every bird in the forest. This he does with such truth, passing from one song to another, with such surprising rapidity, that one who did not see him, and know the secret, would believe that half the feathered creation had assembled to hold a musical festival. Nor do the notes of his brother songsters lose any of their sweetness or brilliancy by such repetition. On the contrary, most of the tones are sweeter and better than those of the birds which are imitated.

9. Sometimes the mocking bird deceives and provokes the sportsman by imitating the notes of the game he is in pursuit of, and thus leading him the wrong way. Sometimes, also, he brings many other birds around him by counterfeiting the soft tones of their mates, or by imitating the call of the old ones for their young; and then, perhaps, he will throw them into the most terrible alarm by screaming out like a hawk.

10. One who has never heard this bird, after all that can be said, will have but a faint idea of his powers. He will perhaps begin with the song of the robin, then whistle like a quail, then squall like a cat-bird, then twitter like a swallow, and so on,

running through the notes of every bird in the woods with surprising truth and rapidity.

11. When tamed, he mocks every sound he hears with equal exactness, and it is often very amusing to witness the effect of this deception. He whistles for the dog; the dog jumps up, wags his tail, and runs to look for his master. He peeps like a hurt chicken; and the old hen runs clucking to see who has injured her brood. He mews like a kitten; and mother puss hearkens and stares, to find where the noise comes from; and many other things of this kind he does to perfection.

12. The mocking bird is much esteemed by those who are fond of such amusements, and in most of our large cities they are kept for sale by the dealers in birds. The price for common singers is from ten to twenty dollars. For fine singers from thirty to fifty dollars, and for very extraordinary ones, even a hundred dollars have been refused.

13. When we walk out into the woods, how are we cheered with the songs, and gratified with the sight of the birds which surround us. The green grass, the beautiful flowers, and the tall trees of the forest, it is true, are pleasant to the sight. But these are inanimate; they preserve a dead and perpetual silence.

14. They gratify the eye, but the ear would be left untouched, and the charms of nature but half complete without the feathered songsters. When we walk alone through the solitary forest, they become our companions, and seem to take pleasure in displaying their beauties, and raising their best notes for our amusement.

QUESTIONS. 1. What does the mocking bird do? 2. Of what country is she a native? What if a cat or dog comes near her nest? Does she deceive other birds? Did you ever hear one sing? What is sometimes paid for one?

LESSON XVIII.

Spell and define.

2. Fórd-ed, waded.
3. Des-ti-ná-tion, the end, or place to be reached.
4. Re-lín-quish, to give up.
5. Ob-sé-qui-ous, submissive.
8. Im'-mi-nent, (very great.)
8. In-cúr, to bring on.
10. Frán-tic, mad, raving.
12. Fór-ti-tude, firmness of courage.
12. Sur-vive, to outlive.
12. In-év-i-ta-ble, not to be avoided.
13. E-clípse, to obscure.

ERRORS. 1. *Sence* for *since*; 2. *preserve* for *preserves*; 2. *confidunce* for *confidence*; 8. *eminent* for *imminent*; *forard* for *forward*; 10. *dround* for *drown*.

DIRECTION. Avoid that common error in conversation of dropping *g* at the end of words, as *tellin* for *telling*.

REMARKABLE SELF-POSSESSION.

1. On the banks of the Naugatuck, a rapid stream, which rises in, and flows through, a very mountainous part of the state of Connecticut, a few years since, lived a farmer, who, though not a wealthy, was a respectable man.

2. He had fought the battles of his country in the Revolution, and, from his familiarity with scenes of danger and peril, he had learned that it is always more prudent to preserve and affect the air of confidence in danger, than to betray signs of fear; and especially so, since his conduct might have a great influence upon the minds of those about him. He had occasion to send a little son across the river, to the house of a relative, on an errand, and as there was no bridge, the river must be forded.

3. The lad was familiar with every part of the fording place, and when the water was low, which was

at this time the case, could cross without danger. But he had scarcely arrived at his place of destination, and done his errand, when suddenly, as is frequently the case in mountainous countries, the heavens became black with clouds, the wind blew with great violence, and the rain fell in torrents; it was near night, and became exceedingly dark.

4. By the kindness of his friends, he was persuaded to relinquish his design of returning in the evening, and to wait until morning. The father suspected the cause of his delay, and was not over-anxious on account of any accident that might happen to him during the night.

5. But he knew that he had taught his son to render the most obsequious obedience to his father's commands; that, as he possessed a daring and fearless spirit, and would never be restrained by force, he would, as soon as it should be sufficiently light in the morning, attempt to ford the river on his return.

6. He knew also, that the immense quantity of water that apeared to be falling, would, by morning, cause the river to rise to a considerable height, and make it dangerous, even for a man in full possession of strength and fortitude, to attempt to cross it. He therefore passed a sleepless night; anticipating with all a father's feelings, what might befall his child in the morning.

7. The day dawned; the storm had ceased; the wind was still, and nothing was to be heard but the roar of the river. The rise of the river exceeded even the father's expectations; and no sooner was it sufficiently light to enable him to distinguish objects

across it, than he placed himself on the bank, to watch for the approach of his son.

8. The son arrived on the opposite shore at the same moment, and was beginning to enter the stream. All the father's feelings were roused into action; for he knew that his son was in the most imminent danger. He had proceeded too far to return; in fact, to go forward or return was to incur the same peril.

9. His horse had got into the deepest part of the channel, and was struggling against the current, down which he was rapidly hurried, and apparently making but little progress toward the shore.

10. The boy became alarmed, and raising his eyes toward the landing place, he discovered his father. He exclaimed, almost frantic with fear, "Oh! I shall drown, I shall drown!" "No!" exclaimed the father, in a stern and resolute tone, and dismissing, for a moment, his feeling of tenderness, "if you do, I 'll whip you to death; cling to your horse."

11. The son, who feared a father more than the raging elements, obeyed his command; and the noble animal on which he was mounted, struggling for some time, carried him safe to shore.

12. "My son," said the glad father, bursting into tears, "remember, hereafter, that in danger you must possess fortitude, and, determining to survive, cling to the last hope. Had I addressed you with the tenderness and fear which I felt, your fate was inevitable; you would have been carried away in the current, and I should have seen you no more."

13. What an example is here! The heroism, bravery, philosophy, and presence of mind of this

man, eclipse the conduct even of Cæsar, when he said to his boatman, "What are you afraid of? you carry Cæsar!"

QUESTION. Which of the class will relate this story the best in his own language?

LESSON XIX.

Spell and define.

1. Swé-den, a country in the north of Europe.
1. Cáp-i-tal, the seat of government.
2. Coúrt-e-ous-ly, politely.
2. Ben-e-fác-tress, a female who confers a benefit.
2. Stóck-holm, the capital of Sweden.
3. Bribe, a gift to pervert judgment.
3. Dis-chárge, to perform, or do.
3. Món-arch, the king.
4. In-firm'-i-ties, weaknesses.
5. Vén-er-a-ble, deserving respect, revered.
6. A'-mi-a-ble, lovely.
7. Pén-sion, annual allowance by government for services.

ERRORS. 1. *Hossback* for *horseback*; *intresting* for *interesting*; 2. *thust* for *thirst*; 4. *bedstid* for *bedstead*; 5. *suffrer* for *sufferer*.

FILIAL AFFECTION.

1. GUSTAVUS III., king of Sweden, passing one morning on horseback through a village in the neighborhood of his capital, observed a young peasant girl, of interesting appearance, drawing water from a fountain by the wayside. He went up to her, and asked her for a draught. Without delay, she lifted her pitcher, and with artless simplicity gave it to the monarch.

2. Having satisfied his thirst, and courteously thanked his benefactress, he said, "My girl, if you will accompany me to Stockholm, I will endeavor to place you in a more agreeable situation." "Ah! sir," replied she, "I cannot accept your proposal. I

am not anxious to rise above the state of life in which I now am; but even if I were, I could not for an instant hesitate." "And why?" rejoined the king.

3. "Because," answered the girl, coloring, "my mother is poor and sickly, and has no one but me to assist or comfort her, under her many afflictions; and no earthly bribe could induce me to leave her, or to neglect to discharge the duties affection requires of me." "Where is your mother?" inquired the monarch.

4. "In that little cabin," replied the girl, pointing to a wretched hovel beside her. The king, whose feelings were interested in favor of his companion, went in, and beheld, stretched on a bedstead, whose only covering was a little straw, an aged female, weighed down with years, and sinking under infirmities. Moved at the sight, the monarch addressed her: "I am sorry, my poor woman, to find you in so destitute and afflicted a condition."

5. "Alas! sir," answered the venerable sufferer, "I should need to be pitied, had I not that kind and attentive girl, who labors to support me, and omits nothing that she thinks can afford me relief. May a gracious God remember it to her for good!" she added, wiping away her tears.

6. Never, perhaps, was Gustavus more sensible, than at that moment, of the pleasure of possessing an exalted station. The gratification arising from the consciousness of having it in his power to assist a suffering fellow-creature, almost overpowered him, and, putting a purse into the hand of the young villager, he could only say, "Continue to take good

care of your mother; I shall soon enable you to do so more effectually. Good-bye, my amiable girl, you may depend on the promise of your king."

7. On his return to Stockholm, Gustavus settled a pension on the mother and daughter, thus enabling them to pass the remainder of their days in happiness.

QUESTIONS. Where is Sweden? Where was the peasant girl? What was her character? What did Gustavus do for her and her mother? Where is Stockholm?

LESSON XX.

Spell and define.

1. Már-gin, the border, or edge.
1. Púrl-ing, flowing with a gentle noise.
2. Rá-di-ant, shining, emitting rays.
3. Vis-ions, something imagined to be seen.
3. Béam-ing, shining.
3. Al-lóys, corrupts, (disturbs.)

ERRORS. 1. *Infunt* for *infant*; 1. *beound* for *bound*; 2. *borry* for *borrow*; 3. *featers* for *features*.

DIRECTION. This poetry should be read with a smooth and clear voice, conversational tone, and due degree of animation.

THE SLEEPING CHILD.

1. A BROOK went dancing on its way,
From bank to valley leaping,
And by its sunny margin lay
A lovely infant, sleeping;

The murmur of the purling stream
Broke not the spell which bound him,
Like music, breathing, in his dream,
A lullaby around him.

2. It is a lovely sight to view,
Within this world of sorrow,
One spot which still retains the hue,
That earth from heaven may borrow;
And such was this — a scene so fair —
Arrayed in summer brightness,
And one young being resting there,
One soul of radiant whiteness.

3. What happy dreams, fair child, are given,
To cast their sunshine o'er thee?
What cord unites thy soul to heaven,
Where visions glide before thee?
For, wondering smiles of cloudless mirth
O'er thy glad features beaming,
Say, not a thought — a form of earth —
Alloys thine hour of dreaming.

4. Sleep, lovely babe, for time's cold touch
Shall make these visions wither;
Youth, and the dreams which charm so much,
Shall fade and fly together.
Then sleep, while sleep is pure and mild,—
Ere earthly ties grow stronger,
When thou shalt be no more a child,
And dream of heaven no longer.

THE LAND OF OUR BIRTH.

1. THERE is not a spot in the wide peopled earth,
So dear to the heart as the land of our birth;
'T is the home of our childhood! the beautiful spot
Which mem'ry retains when all else is forgot.
May the blessings of God
Ever hallow the sod,
And its valleys and hills, by our children be trod.

2. Can the language of strangers in accents unknown,
Send a thrill to our bosom like that of our own?
The face may be fair, and the smile may be bland,
But it breathes not the tones of our dear native land.
There is no spot on earth
Like the land of our birth,
Where heroes keep guard o'er the altar and hearth.

3. How sweet is the language which taught us to blend
The dear name of parent, of husband, and friend;
Which taught us to lisp on our mother's soft breast
The ballads she sung, as she rocked us to rest.
May the blessings of God
Ever hallow the sod,
And its valleys and hills, by our children be trod.

LESSON XXI.

Spell and define.

1. Húd-son, a large river.
2. Wín-ters, is used for years.
3. Fáir-y, an imaginary being in human shape.
4. Clús-ter-ed, gathered around.
5. Mó-hawk, a river in New York.
6. Már-gin, the border, or bank.
6. In'-fant-ine, childish.
7. Ca-nóe, a small boat.
7. Frail, weak.
8. Móor-ings, anchorings.
9. Ve-lóc-i-ty, swiftness of motion.
11. Cleft, divided, parted.
12. Víg-or-ous, powerful.
14. Do-més-tic, belonging to the house.
19. Chás-tise-ment, punishment.

ERRORS. 2. *Silvery* for *silvery*; 6. *Pickin* for *picking*; *dimons* for *diamonds*, 12. *cunnin* for *cunning*; 17. *waitin* for *awaiting*; 18. *wust* for *worst*.

THE CAPTIVE CHILDREN.

1. It was a delightful afternoon in the month of June; the sun was shining brightly, and the birds were singing merrily in the trees. On the banks of the Hudson there stood a small cottage. Honeysuckle and woodbine climbed over the door, and roses bloomed in the garden.

2. Near the open door there sat an old man; seventy winters had passed over his head, and although his hair was silvery white, his eyes were still deeply blue, and his cheeks seemed almost as rosy, as in the days of his youth. His grandchildren were gathered around him; one little one, scarcely three years old, had climbed to his knee, and was resting her sweet face against his breast.

3. "O, grandfather," cried the oldest of the group, a bright boy of twelve years, "do tell us a story." "Please, please do, dear grandfather," they all cried

running through the notes of every bird in the woods with surprising truth and rapidity.

11. When tamed, he mocks every sound he hears with equal exactness, and it is often very amusing to witness the effect of this deception. He whistles for the dog; the dog jumps up, wags his tail, and runs to look for his master. He peeps like a hurt chicken; and the old hen runs clucking to see who has injured her brood. He mews like a kitten; and mother puss hearkens and stares, to find where the noise comes from; and many other things of this kind he does to perfection.

12. The mocking bird is much esteemed by those who are fond of such amusements, and in most of our large cities they are kept for sale by the dealers in birds. The price for common singers is from ten to twenty dollars. For fine singers from thirty to fifty dollars, and for very extraordinary ones, even a hundred dollars have been refused.

13. When we walk out into the woods, how are we cheered with the songs, and gratified with the sight of the birds which surround us. The green grass, the beautiful flowers, and the tall trees of the forest, it is true, are pleasant to the sight. But these are inanimate; they preserve a dead and perpetual silence.

14. They gratify the eye, but the ear would be left untouched, and the charms of nature but half complete without the feathered songsters. When we walk alone through the solitary forest, they become our companions, and seem to take pleasure in displaying their beauties, and raising their best notes for our amusement.

QUESTIONS. 1. What does the mocking bird do? 2. Of what country is she a native? What if a cat or dog comes near her nest? Does she deceive other birds? Did you ever hear one sing? What is sometimes paid for one?

LESSON XVIII.

Spell and define.

2. Fórd-ed, waded.
3. Des-ti-ná-tion, the end, or place to be reached.
4. Re-lín-quish, to give up.
5. Ob-sé-qui-ous, submissive.
8. Im'-mi-nent, (very great.)
8. In-cúr, to bring on.
10. Frán-tic, mad, raving.
12. Fór-ti-tude, firmness of courage.
12. Sur-vive, to outlive.
12. In-év-i-ta-ble, not to be avoided.
13. E-clípse, to obscure.

ERRORS. 1. *Sence* for *sence*; 2. *preserve* for *preserve*; 2. *confidunce* for *confidence*; 8. *eminent* for *imminent*; *forard* for *forward*; 10. *drownd* for *drown*.

DIRECTION. Avoid that common error in conversation of dropping *g* at the end of words, as *tellin* for *telling*.

REMARKABLE SELF-POSSESSION.

1. On the banks of the Naugatuck, a rapid stream, which rises in, and flows through, a very mountainous part of the state of Connecticut, a few years since, lived a farmer, who, though not a wealthy, was a respectable man.

2. He had fought the battles of his country in the Revolution, and, from his familiarity with scenes of danger and peril, he had learned that it is always more prudent to preserve and affect the air of confidence in danger, than to betray signs of fear; and especially so, since his conduct might have a great influence upon the minds of those about him. He had occasion to send a little son across the river, to the house of a relative, on an errand, and as there was no bridge, the river must be forded.

3. The lad was familiar with every part of the fording place, and when the water was low, which was

at this time the case, could cross without danger. But he had scarcely arrived at his place of destination, and done his errand, when suddenly, as is frequently the case in mountainous countries, the heavens became black with clouds, the wind blew with great violence, and the rain fell in torrents; it was near night, and became exceedingly dark.

4. By the kindness of his friends, he was persuaded to relinquish his design of returning in the evening, and to wait until morning. The father suspected the cause of his delay, and was not over-anxious on account of any accident that might happen to him during the night.

5. But he knew that he had taught his son to render the most obsequious obedience to his father's commands; that, as he possessed a daring and fearless spirit, and would never be restrained by force, he would, as soon as it should be sufficiently light in the morning, attempt to ford the river on his return.

6. He knew also, that the immense quantity of water that apeared to be falling, would, by morning, cause the river to rise to a considerable height, and make it dangerous, even for a man in full possession of strength and fortitude, to attempt to cross it. He therefore passed a sleepless night; anticipating with all a father's feelings, what might befall his child in the morning.

7. The day dawned; the storm had ceased; the wind was still, and nothing was to be heard but the roar of the river. The rise of the river exceeded even the father's expectations; and no sooner was it sufficiently light to enable him to distinguish objects

across it, than he placed himself on the bank, to watch for the approach of his son.

8. The son arrived on the opposite shore at the same moment, and was beginning to enter the stream. All the father's feelings were roused into action; for he knew that his son was in the most imminent danger. He had proceeded too far to return; in fact, to go forward or return was to incur the same peril.

9. His horse had got into the deepest part of the channel, and was struggling against the current, down which he was rapidly hurried, and apparently making but little progress toward the shore.

10. The boy became alarmed, and raising his eyes toward the landing place, he discovered his father. He exclaimed, almost frantic with fear, "Oh! I shall drown, I shall drown!" "No!" exclaimed the father, in a stern and resolute tone, and dismissing, for a moment, his feeling of tenderness, "if you do, I 'll whip you to death; cling to your horse."

11. The son, who feared a father more than the raging elements, obeyed his command; and the noble animal on which he was mounted, struggling for some time, carried him safe to shore.

12. "My son," said the glad father, bursting into tears, "remember, hereafter, that in danger you must possess fortitude, and, determining to survive, cling to the last hope. Had I addressed you with the tenderness and fear which I felt, your fate was inevitable; you would have been carried away in the current, and I should have seen you no more."

13. What an example is here! The heroism, bravery, philosophy, and presence of mind of this

man, eclipse the conduct even of Cæsar, when he said to his boatman, "What are you afraid of? you carry Cæsar!"

QUESTION. Which of the class will relate this story the best in his own language?

LESSON XIX.

Spell and define.

1. Swé-den, a country in the north of Europe.
1. Cáp-i-tal, the seat of government.
2. Coúrt-e-ous-ly, politely.
2. Ben-e-fác-tress, a female who confers a benefit.
2. Stóck-holm, the capital of Sweden.
3. Bribe, a gift to pervert judgment.
3. Dis-chárge, to perform, or do.
3. Món-arch, the king.
4. In-firm'-i-ties, weaknesses.
5. Vén-er-a-ble, deserving respect, revered.
6. A'-mi-a-ble, lovely.
7. Pén-sion, annual allowance by government for services.

ERRORS. 1. *Hossback* for *horseback*; *intresting* for *interesting*; 2. *thust* for *thirst*; 4. *bedstid* for *bedstead*; 5. *suffrer* for *sufferer*.

FILIAL AFFECTION.

1. GUSTAVUS III., king of Sweden, passing one morning on horseback through a village in the neighborhood of his capital, observed a young peasant girl, of interesting appearance, drawing water from a fountain by the wayside. He went up to her, and asked her for a draught. Without delay, she lifted her pitcher, and with artless simplicity gave it to the monarch.

2. Having satisfied his thirst, and courteously thanked his benefactress, he said, "My girl, if you will accompany me to Stockholm, I will endeavor to place you in a more agreeable situation." "Ah! sir," replied she, "I cannot accept your proposal. I

am not anxious to rise above the state of life in which I now am; but even if I were, I could not for an instant hesitate." "And why?" rejoined the king.

3. "Because," answered the girl, coloring, "my mother is poor and sickly, and has no one but me to assist or comfort her, under her many afflictions; and no earthly bribe could induce me to leave her, or to neglect to discharge the duties affection requires of me." "Where is your mother?" inquired the monarch.

4. "In that little cabin," replied the girl, pointing to a wretched hovel beside her. The king, whose feelings were interested in favor of his companion, went in, and beheld, stretched on a bedstead, whose only covering was a little straw, an aged female, weighed down with years, and sinking under infirmities. Moved at the sight, the monarch addressed her: "I am sorry, my poor woman, to find you in so destitute and afflicted a condition."

5. "Alas! sir," answered the venerable sufferer, "I should need to be pitied, had I not that kind and attentive girl, who labors to support me, and omits nothing that she thinks can afford me relief. May a gracious God remember it to her for good!" she added, wiping away her tears.

6. Never, perhaps, was Gustavus more sensible, than at that moment, of the pleasure of possessing an exalted station. The gratification arising from the consciousness of having it in his power to assist a suffering fellow-creature, almost overpowered him, and, putting a purse into the hand of the young villager, he could only say, "Continue to take good

Oneida village. They entered it, and were conducted to Nononda, the chief. In hurried accents the old man named his business. 'The daughter of the pale-face is the wife of the red man. His people are her people, and his God her God!' exclaimed the chief, pointing to a wigwam; and he there beheld his long lost daughter.

12. "Her sunny hair fell in the same ringlets, and her eyes were of the same bright blue as when they parted. She lay reclining on a couch of furs, her head pillowed on one little hand, and her eyes fixed on her father; but no glance of recognition met his fond gaze, as, springing forward, he folded her to his bosom.

13. "'My child! my Ruth!' was all the old man could utter. Tremblingly the young girl returned the embrace of her father and brother, for the remembrance of her home was as a dream; for in heart and soul she had become an Indian. Hurriedly her brother explained to her his discovery of their parents, and that they had come to take her to her mother.

14. "Tears filled her eyes as he spoke, and it was long before she would consent to leave her husband. But when told by him that he would accompany her, she replied, 'Narramattah will go; the white woman shall see her daughter.' Suddenly she turned and darted into the wigwam.

15. "A few moments after, she returned, and kneeling before her father, she laid her Indian babe at his feet. The old man wept as he embraced his grandchild, and, in a faltering voice, he gave the infant his blessing.

16. "Ruth, or Narramattah, as we must now call her, and her husband, were ready in a few hours to accompany the old man to his home. The brother

started before them in order to prepare his mother for the change she would see in her daughter.

17. "He found her waiting in anxious expectation the arrival of the loved ones. They came at last; and O! how joyfully did the fond mother welcome her lost daughter! But sorrow blended with her joy, when Narramattah placed her Indian babe in her arms.

18. "Ruth continued with her parents some time; and, although by degrees she would remember some early scene of her childish sports, her whole soul was so firmly fixed upon her husband and her Indian home, that her parents despaired of ever reconciling her to their customs.

19. "But the joy of finding her children was too much for the fond mother, and a few months after their return, she was called to a happier and a better state. Narramattah mourned for her as for a kind friend, but gladly consented to go with her husband to the home of her childhood, the Oneida village."

20. The old man paused. "Go on, dear grandfather, go on," the children all cried at once. "My tale is ended," said the old man. "O, is that all?" said the eldest boy. "But, dear grandfather, what became of the good young man?" "He," said the grandfather, "grew up, married, and lived to be the old man who is now telling you his story."

21. "What, you, grandfather? Was it really you all the time? and did you live with the Indians so long? How funny!" said the little girl on his knee. "But what became of Narramattah?" "She has been many, many years in her grave."

QUESTIONS. 1. What had the boy taken by the Indians now become? 4. How had the Indians treated him? 8. Did he ever see his parents? 19. Did Ruth continue to live with the Indians? Who was the old man who told the story?

LESSON XXIII.

Spell and define.

1. Hám-let, a small village.
2. Víne-yard, a plantation of grape vines.
2. Ta-bor, a small drum.
5. Cháp-lets, a garland of flowers.
6. Peas-ant, rustic, rural.
7. Do-ná-tion, a gift, a present.
17. In-con-sól-a-ble, that can not be comforted.
17. Ca-lám-i-ty, any great misfortune.
18. Cul-ti-vá-tion, tillage, improvement.
19. Vint-age, time of gathering grapes.
19. Tam-bour-íne, a small drum.

DIRECTION. The pronoun I, and the interjection O, must always be capitals.

THE BLIND PIPER AND HIS SISTER.

1. IT was toward the close of a delightful day, in the middle of September, that Emma and her father reached a little hamlet, situated in a pleasant valley, near the skirts of a forest.

2. The inhabitants of the hamlet were still engaged in the labors of the vineyard; and Emma and her father, tempted by the beauty of the surrounding scenery, and the coolness of the evening, left the carriage and strolled onward through the valley, till the sound of many voices, mingling with the sprightly notes of a pipe and tabor, attracted the notice of Emma.

3. "Ah!" said she, turning to her father with a lively air, "do you not hear music? There are villagers dancing beneath the shade of those trees; let us go nearer and observe them." Her father consented, and they directed their steps toward the spot where the young people were dancing, and seated themselves on a vacant bench, beneath a neighboring tree.

4. The peasants welcomed the strangers with every mark of hospitality, and supplied them with such refreshments as their humble station afforded, such as new milk, cakes, and bunches of the finest grapes, freshly gathered.

5. They informed them it was the birthday of one of the elders of the village, and that it was customary among them to give a little fête on such occasions. The village girls were all dressed in white linen gowns, tied with colored ribbons, and their heads were adorned with chaplets of flowers.

6. Emma was delighted with all she saw, and almost wished she had been born a peasant girl, that she might have shared in the lively scene before her. When the young people were tired of dancing, they ranged themselves in groups on the grass, and sung several vintage songs and choruses.

7. When the singing was concluded, and the party about to separate, Emma said to her father, "Will you permit me to bestow a small sum of money on these good girls in return for the pleasure they have afforded us this evening?" Her father consented, and added something on his own account, to her donation.

8. "Accept this trifle from my father and myself," said Emma, advancing toward the group; "it will buy ribbons for your next holiday."

9. Claudine, one of the village girls, courtesied respectfully, and thanked Emma for her kindness, but declined her gift, saying, "Our parents would be displeased with us, were we to accept your bounty; because we are in no want of any thing; but," added she, "perhaps it might be acceptable to Mary and her blind brother," and she directed Emma's attention

toward a pale, sickly-looking youth, who, with his sister, had performed the part of musicians for the dance.

10. The patient look of the poor youth, as he sat on the grass, leaning his head against the shoulder of his sister, and the expression of tender anxiety that appeared in the eyes of the youthful Mary, as she turned them, from time to time, on the pale face of her blind brother, excited great interest in Emma; and she continued to regard them, for a few minutes, in thoughtful silence; then, turning to Claudine, she asked her who they were, and where they lived.

11. "They are two poor orphans, who live with their old grandsire, in a little cabin at the entrance of the forest," replied Claudine. "It is nearly eight years since they first came to our village.

12. "The hamlet in which they formerly lived was entirely consumed by a fire which broke out in the dead of night, and old Clement, with his wife and widowed daughter, and her two children, were rendered destitute and homeless.

13. "They, with many others who had suffered by the same unfortunate circumstance, came to our village to seek shelter from the inclemency of the season, for it was just after the Christmas feast that the fire happened. I remember," continued Claudine, "standing at our cottage door, and weeping to see the distress of these poor people.

14. "Mary was then only a little girl of six years of age, and Philip a year or two older. My father, who is one of the head men in our village, caused a subscription to be raised, to provide a few necessaries for them; and they likewise built a little cottage on a waste bit of ground near the entrance of the

forest, in which they placed old Clement and his family; and he has followed the occupation of a wood-cutter from that time until this very day.

15. "But, poor man, he has had many trials. First, his wife died; and then he lost his daughter, who fell ill with a bad fever, and died in the course of a few days. She sent for my mother, whom she loved much, to be with her in her illness.

16. "I have heard my mother say, it was a sad sight to see the grief of the poor old man, and that of the two children; they were just old enough to feel her loss. Not long after this, Philip caught the small-pox, and had it so badly that it deprived him of his sight, and left him pale and sickly, as you now see him.

17. "Old Clement was quite inconsolable for a long time after this fresh calamity had fallen upon them; but Philip bears his sufferings so patiently, and Mary is so dutiful, and takes so much care of her blind brother, that he no longer feels his misfortunes as keenly as he used to do.

18. "As to Mary, she is beloved by all who know her; she is the kindest of sisters, and the most dutiful of children; her cottage is a pattern of neatness; she does all the work of the house herself; she milks the cow, sews for the family, and finds time to assist in the cultivation of their little garden.

19. "Philip is not idle, for he has learned to weave baskets, which he sells at the season of the vintage. But his chief delight consists in playing on his pipe; and Mary, to please her brother, has learned to accompany him with the tambourine; they are always pleased to perform the part of musicians to us, when

we dance in the evening, and we, in return for this service, make them a little present of white bread, new cheese, cakes, or fruit; just what we think may prove most acceptable to them."

20. Emma thanked Claudine for her interesting narrative, and when it was concluded she approached the spot where Mary and her brother were sitting, and placed in her hand the money which Claudine and her companions had declined taking.

21. It was with some difficulty that Emma prevailed on the gentle Mary to accept her bounty. "Take it, my good girl," said she, "as a small reward for your kindness in attending on your old grandsire and your poor blind brother, which must often be a great trouble to you."

22. "Ah! my good young lady," replied Mary, turning her eyes full of tears on the face of her brother, as she spoke, "I should indeed be a most unworthy girl, did I consider any little service done for him as a trouble, for he was the kindest brother to me. Had it been my lot to be blind, instead of him, he would have done for me all that I now do for him; and were I to neglect him, he would feel his misfortune more severely than he now does.

23. "He first directed my infant steps, and taught me how to walk; and Philip shall never want a guide to direct him, while Mary is living," added the affectionate sister, pressing the hand of her blind brother tenderly as she spoke.

QUESTIONS. 1. Where did Emma and her father go? 2. What were the people engaged in? 3. What were the village girls doing? 9. Who was Mary's brother? 20. What did Emma give Mary? Tell the rest of the story.

LESSON XXIV.

Spell and define.

3. Ar-ránge-ment, a putting in order.
3. Oc-cá-sion, to cause to be.
4. In-dis-pós-ed, (unwell.)
5. In-at-tént-ive, not attentive.
9. In'-dus-try, habitual labor.
11. Guests, visitors.
12. An-tic-i-pate, to take before.
14. Sin-cér-i-ty, frankness.
15. In-tén-tion, design.
15. Stróll-ed, wandered about.
17. Gloom, darkness.
18. Rúf-fians, brutal fellows.
21. Lit-ter, a kind of carriage.
22. Re-stór-a-tive, that tends to heal.

ERRORS. 4. *Forts* for *forest*; 5. *feeline* for *feelings*; 9. *purtake* for *partake*; 9. *humble* for *homely*; 10. *guess* for *guests*.

THE BLIND PIPER AND HIS SISTER.—CONCLUDED.

1. EMMA was sensibly affected by the amiable conduct of this peasant girl toward her brother. "Mary is far more worthy than I am," sighed she, as she slowly returned toward the spot where she had left her father.

2. During their walk back toward the hamlet, Emma talked of no one but Mary and her blind brother. "I am sure I should be much happier and better, were Mary always near me," said she. "I should like to have her for my waiting maid, and then I should, in time, become as good and careful as she is."

3. When Emma formed this wish, it was a very selfish one, and she forgot the sorrow such an arrangement would occasion to old Clement, and his blind grandson, were she to take from them, the comfort of their lives.

4. Her father agreed to this proposal; and the next morning, Emma rose early, that they might reach the cottage before Mary was gone out to work

in the vineyards, or in the forest; but her father was indisposed, and did not rise till near dinner-time.

5. Unused to bear the slightest disappointment, Emma was out of spirits the whole morning; she forgot the resolutions she had made the evening before, and was inattentive to her father, and hardly refrained from giving vent to her discontented feelings.

6. Toward evening her father, yielding to her entreaties, agreed to accompany her, on horseback, to the cottage. Not far from the door, they overtook Mary with a basket on her arm; she had been to the hamlet to buy bread for supper.

7. Emma now told Mary, that if she would come and live with her, she should want for nothing. Mary thanked her, but said she would not on any account leave her grandsire, nor yet her brother. "They have no one but myself to work for them, and my poor brother would break his heart, were I to leave him to the care of strangers.

8. "Besides," added she, with a more lively air, "if I work for them, they repay me by the warmest affections. Enter our little cottage, and judge whether I could be more comfortable, were I to exchange it for a palace."

9. The cottage, though small, was convenient, and though the furniture was of the humblest description, every thing spoke much for the industry of its young mistress. Old Clement had just returned from cutting wood in the forest. He welcomed the strangers with much hospitality, and pressed them to partake of the homely meal which Mary had prepared.

10. The invitation was not rejected by Emma and her father, and Mary placed before her guests new

milk, fresh butter, brown bread, some honeycomb, and ripe grapes, freshly gathered from the vine that covered the front part of the cottage.

11. "See!" said the old man, turning to his guests, "this is our daily food; what can be more wholesome? Labor gives us an appetite to relish it, and we are grateful to God, who has blessed us with health and the means of providing it from day to day." During their visit at the cottage, Emma could not help observing how kind and attentive Mary was to her old grandsire.

12. A look was sufficient to bring her to his side; it appeared to be her whole study, to wait upon him and anticipate his wishes; and Emma began to perceive how cruel it would have been to deprive the poor old man of such a good girl.

13. On her way back to the hamlet, Emma began thinking how different Mary's conduct was from her own. Mary's sole pleasure consisted in contributing to the happiness of others, while she had hitherto studied only her own.

14. "I will endeavor, for the future, to correct in myself all selfish feelings, and be to my father all that Mary is to her grandsire," said Emma, to herself; and it was not long before she had an opportunity of proving the sincerity of her resolution.

15. One beautiful evening, Emma and her father walked out, with the intention of paying a visit to the old woodman and his grandchildren, but on their approach to the cottage, they found it empty, its inhabitants not having returned from their labor in the fields. Emma proposed rambling a little further, and they strolled carelessly

onward, till they reached the entrance of the forest.

16. "It is not dark yet," said Emma, casting a wishful glance among the trees before her. "See," added she, looking back toward the west, "the sun is now sinking behind those hills; let us walk a little way into this beautiful wood, and enjoy the refreshing coolness of the shade."

17. Her indulgent father yielded to her wishes, and they proceeded onward for some time, till the increasing gloom warned them of the lateness of the hour; and they reluctantly turned their steps homeward, but had not proceeded many paces, when a shrill whistle made them quicken their steps, and the next minute two robbers sprung upon them, from among the underwood, where they had been concealed.

18. Emma screamed loudly for help, while her father endeavored to defend himself from the attack of the ruffians; unfortunately, he received a wound in the arm which quite disabled him; and footsteps sounding near, the robbers fled.

19. Emma now supported the drooping head of her father, while her tears flowed fast. Her lamentations reached the ears of Mary, who chanced to be crossing the forest, in search of the cow which had strayed away, and she hastened toward the spot where Emma sat weeping by her father.

20. A few words were sufficient to explain to Mary what had happened, and with a presence of mind, of which fear had deprived Emma, Mary took the handkerchief from her own neck, and bound up the bleeding arm, assuring Emma that her father had only fainted through loss of blood, but that with proper

assistance, he would soon recover; then bidding her make herself easy till her return, she disappeared.

21. Emma counted the moments of her absence with the greatest anxiety; the shades of evening were closing darkly round them, and her young heart was filled with mingled sensations of grief and terror. Her uneasiness was at length dispelled by the return of her young friend, accompanied by several peasants, bearing a sort of litter, on which they placed her father, and, directed by Mary, conveyed him to the cottage, and laid him on old Clement's bed.

22. The surgeon of the village soon arrived, for careful Mary had dispatched a messenger to him, and administered a restorative cordial, which had the desired effect; for, in a few minutes, Emma had the satisfaction of seeing her father once more open his eyes, and heard him in a feeble voice pronounce her name. Full of joy, she flew to him, and throwing her arms around his neck, wept for some time.

23. "Ah! dearest father," said she, "I thought you never would have looked up or spoken to me again." The surgeon assured Emma that her father's wound was not dangerous, but that he required good nursing, and to be kept very quiet; he then applied the necessary bandages to his arm, and departed, promising to call on the following day.

24. The kind Mary entreated Emma to lie down on her little bed, for a few hours, while she watched by the bed of the invalid. "I am stronger than you, and better able to bear fatigue," said she. But Emma, though much fatigued, would on no account be persuaded to leave her father.

25. "You have convinced me, my good Mary,"

said she, taking the hand of her young friend as she spoke, "that there is no one so fitting to attend on a parent in time of sickness, as a child. I have no right to leave another to perform my duty." "At least," said Mary, "permit me to be your assistant."

26. This request Emma did not refuse; and under the care of these two amiable girls, aided by the skill of the good surgeon, the patient was soon out of danger, though his recovery was but slow. Since Emma had become an inmate of the cottage, a great change had taken place in her conduct for the better. No longer inattentive or neglectful, she seemed to take pleasure in attending on her father, and performing for him all those little services, which are so pleasing to the sick.

27. Emma had never been so happy in her life before, and her time passed swiftly away; nor did she ever find it hang so heavily on her hands as it had done formerly. Emma's father daily improved in health, and he began to talk of returning home. Emma could not hear her father's proposal of leaving the cottage, where she had been so truly happy, without feelings of regret; but she knew it was her duty to submit without murmuring.

28. A few days previous to that which was fixed upon for their departure, her father requested old Clement and his grandchildren to go with him to the hamlet, and give their opinion of a little estate he had bought.

29. He then led the way to a neat little dwelling, surrounded by orchards and cornfields. Old Clement congratulated him on his purchase, assuring him it was the most fruitful spot in the whole district. "I

am glad to hear so good a character of it," said Emma's father; "I did not purchase it for myself, but for you and your amiable grandchildren; take it, and may you live many years to enjoy it."

30. It is needless to describe the grateful transports of the astonished family. They called down a thousand blessings on the head of their generous benefactor and his daughter; and Emma and her father felt truly happy in witnessing the surprise and delight of their humble but worthy friends.

QUESTIONS. How came Emma's father to be hurt? What did Mary do for him? What did Emma's father do for old Clement? Was Mary a good girl?

LESSON XXV.

Spell and define.

1. Mán-tles, covers.
1. Mien, the look, or air.
2. Quench, to extinguish.
2. Blanch, to make white.
2. Ver-mil-ion, any beautiful red color.
4. Hues, colors, dyes.
5. Frúit-age, fruit in general.
5. De-cáys, perishes.

MIND.

1. LET others praise the hue
That mantles on thy face,
Thine eyes of heavenly blue,
And mien of faultless grace;
These charms I freely own,
But still a higher find;
'T will last when beauty 's flown,—
Thy matchless charm of mind.

2. The damp of years may quench
The brightness of thine eye;

Time's icy hand may blanch
Thy cheek's vermilion dye;
Thy form may lose its grace,
Thy voice its sweet control,
But naught can e'er efface
The beauties of thy soul.

3. What 's beauty but a flower
That blooms in summer's ray;
When pours the wintry shower,
Its charms will fade away.
The mind 's a rich perfume
That winter can not chill;
The flower may lose its bloom,
But fragrance lingers still.

4. Stars gem the vault of heaven,
When day's last hues decline;
As darker grows the even,
With brighter ray they shine.
Thus, in the night of years,
When youth's gay light is o'er,
More bright the soul appears,
Than e'er it shone before.

5. The leaves, when autumn blusters,
Forsake the tree and die,
But falling, show rich clusters
Of fruitage to the eye.
Thus time, in flying, snatches
The beauty, but displays
One charm that all o'ermatches,—
A soul that ne'er decays.

QUESTIONS. What is the most lasting beauty? How can it be acquired?

LESSON XXVI.

Spell and define.

8. Grat-i-fi-cá-tion, enjoyment.
8. In'-flu-enc-ed, moved to.
9. Con-fec-tion-er, one who sells sweetmeats.
9. Coun-ter, a shop table.
16. Sat-is-fac-tion, content.
20. Man-i-fest-á-tion, discovery.
21. Re-sólv-ed, determined.

ERRORS. 2. *Gwine* for *going*; 4. *gits* for *gets*; *wunts* for *wants*; 5. *eatin* for *eating*; *forgit* for *forget*; 7. *chimbly* for *chimney*.

SELF-DENIAL.

1. THERE were two little boys, named James and William. One day, as they were about starting for school, their father gave them two or three pennies apiece, to spend for themselves. The little boys were very much pleased at this, and went off quite merrily.

2. "What are you going to buy, William," asked James, after they had walked on a little way. "I do n't know," replied William; "I have not thought yet. What are you going to buy with your pennies?"

3. "Why, I 'll tell you what I believe I 'll do. You know mother is sick. Now I think I will buy her a nice orange. I am sure it will taste good to her."

4. "You may, if you choose, James; but I 'm going to buy some candy with my money. Father gave it to me to spend for myself. If mother wants an orange, she can send for it. You know she 's got money, and Hannah gets every thing she wants."

5. "I know that," said James, "but then it would make me feel so happy to see her eating an orange that I bought for her with my own money. She is always

doing something for us, or getting us something, and I should like to let her see that I do n't forget it."

6. "You can do as you please," was William's reply to this; "for my part, I do n't often get money to spend for myself. And now I think of it, I do n't believe father would like it, if we were to take the pennies he gave us for ourselves and give them away, or what is the same thing, give away what we bought with them. Indeed, I 'm sure he would not."

7. "I do n't think so, William," urged James; "I think it would please him very much. You know that he often talks to us of the evil of selfishness. Do n't you remember how pleased he was one day, when a poor chimney sweeper asked me for a piece of cake that I was eating, and I gave him nearly the whole of it? If that gave him pleasure, surely my denying myself for the sake of mother, who is sick, would please him a great deal more."

8. William did not reply to this, for he could not very well. Still he wanted to spend his pennies for his own gratification so badly, that he was not at all influenced by what his brother said.

9. In a little while, the two little boys came to a confectioner's shop, and both went in to spend their money. "Well, my little man, what will you have?" asked the shopkeeper, looking at William as he came up to the counter.

10. "Give me three pennies' worth of cream candy," said William. The cream candy was weighed out, and then the man asked James what he should get for him. "I want a sweet orange for three cents," said James.

11. "Our best oranges are four cents," was the

reply. "Four cents! But I have but three, and I want a nice one for my mother, who is sick." "Do you buy it with your own money, my little man?" asked the confectioner.

12. "Yes, sir," was the low answer. "Then take one of the best for your three cents, and here is some candy into the bargain. I love to see little boys thoughtful of their mothers." And the man patted James upon the head, and seemed very much pleased.

13. William felt bad when he heard what the man said, and began to think how very much pleased his mother would be when James took her the orange after school.

14. "I wish I had bought an orange, too," said he, as he went along eating his candy. which did not taste half so good as he had expected it would.

15. Do you know why it did not taste so good? I will tell you. His mind was not at ease. When our thoughts trouble us, we take little or no pleasure.

16. So it was with William. He felt that he had been selfish, and that his selfishness would appear when his brother carried home the orange for their sick mother. It was for this reason that his candy did not taste so good to him as he expected it would. But James ate his with much satisfaction.

17. "I wish I had bought mother an orange with my pennies," said William, as they were going home from school.

18. "I wish you had, too," replied his unselfish brother, "for then we should have two to give her, instead of one. See, mother, what a nice sweet orange I have bought you," said he, as he

arrived at home, and went into his mother's sick chamber.

19. "It is, indeed, very nice, my son, and it will taste good to me. I have wanted an orange all the morning. Where did you get it?" "Father gave me three pennies this morning, and I bought it with them. I thought you would like to have one."

20. "You are very good, my son, to think of your sick mother. And you would n't spend your pennies for cake or candy, but denied yourself, that you might get an orange for me. Mother loves you for this manifestation of your self-denial and love for your parent."

21. William heard all this, and it made him feel very bad indeed. O, how he did wish that he had bought some thing for his mother with the three pennies his father had given him! but it was too late now. The pain he felt, however, was useful to him. It taught him to know that we may often obtain far greater happiness by denying ourselves for the sake of others, than in seeking alone the gratifications of our own appetite; and he seriously resolved he would try in future to do better.

QUESTIONS. What did the two boys talk about on the way to the store? What did they buy? 18. To whom did James give his orange? 19. What did his mother say? 21. How did William feel? How do you feel when you are kind and do good to others?

LESSON XXVII.

Spell and define.

1. Stá-tions, (conditions.)
1. Pro-prí-e-tor, an owner.
2. Am-bí-tion, desire of fame.
2. Laûd-a-ble, praiseworthy.
2. Hér-it-age, (a property.)
5. Dó-cile, ready to learn.
5. Co-tém-po-ra-ries, those who live at the same time.
6. Vól-un-ta-ri-ly, from choice.
7. U-ni-vérs-i-ties, colleges in which all branches of science are taught.
7. Cán-di-date, one proposed for office.

ERRORS. 1. *Orfin* for *orphan*; 5. *tase* for *tastes*; 6. *turnup* for *turnip*; *growin* for *growing*; 7. *expirin* for *expiring*; 10. *fortin* for *fortune*.

THE TWO FRIENDS.

1. EDWARD and William were friends from boyhood; their ages were nearly the same, and their stations in life similar. Edward was an orphan, brought up by his grandfather, the proprietor of a small farm.

2. The father of William was a small farmer also, a respectable, worthy man, whose only ambition, and such an ambition was laudable, was to leave to his son the heritage of a good name.

3. Both boys were destined by their natural guardians to fill that station in society to which they were born; but it happened, as sometimes it will happen in such cases, that the boys, though trained up in hard-working and pains-taking families, where the labor of the hand was more thought of than the labor of the head, were, nevertheless, very bookishly inclined.

4. As they were both of them only children, their fancies were generally indulged, and no one took offense that their pence and sixpences were hoarded

up for the purchase of books, instead of being spent in gingerbread and marbles.

5. And partly to gratify their own tastes for learning, and partly to fall in with the wishes of the village schoolmaster, who took no little pride and pleasure in his docile and book-loving pupils, they attended the grammar-school long after their village cotemporaries were following the plow.

6. At fifteen they appeared less likely than ever, voluntarily to lay down Homer and Virgil, and our English divines and poets, for any pleasure it was probable they would ever find in growing turnips or selling fat cattle.

7. Perhaps this taste for letters might be also stimulated by the grammar-school having in its gift, every five years, a scholarship in one of the universities, and which was awarded to the youthful writer of the best Greek and Latin theme. The term was about expiring, and one of the two friends was sure of the nomination, there being no other candidate.

8. It was now Christmas, and the decision was to take place in March. The themes were in progress, and every thought of both youths seemed to turn itself into good Greek and Latin. Just at this time, the father of William suddenly died; and what made the trial doubly afflicting was, that his circumstances had become embarrassed, and the farm must, of necessity, be sold to pay his debts.

9. This was a great sorrow; but young as William was, his mind was strengthened by knowledge. He turned his philosophy to the best account; he faced his adverse circumstances with manly courage, and, with a clear head and an upright heart, assisted in

straightening his father's deranged affairs, and in providing that every one's just claim should be satisfied.

10. Yet it was with a heavy heart that he left the comfortable home of former independence, and retired with his drooping mother to a small dwelling, with the remnant of their fortune, barely sufficient to support her above want.

11. When William saw his mother's melancholy prospects, he, for a moment, almost lamented that he could not turn his hand to labor; and at times the gloomy thought crossed his mind, that perhaps had he been a humble plowman, he might have saved his father from ruin.

12. But youth is strong, and so is intellect; and the force of a well-stored and active mind buoyed him up; and he felt that within him which would not let him despair, nor even murmur; and he knew, besides, that were the scholarship but once won, the way would then be opened to honorable advancement, and even competency.

13. Actively, then, did he bestir himself; what was before interesting, he now pursued with ardor, and what before he had done well, he now did better; for the intellect, like a rich mine, abundantly repays its workers.

14. Sometimes the idea, almost in the form of a wish, crossed his mind, that Edward, knowing his altered circumstances, might relinquish the field, and thus secure to him what had become so doubly desirable.

15. It was now the end of January, and during a hard frost, the two friends met every evening to

recreate themselves in skating, an exercise in which both excelled. But William seemed at this time the sport of misfortune; for, as he was performing, almost for the twentieth time, a masterpiece in the exercise, his foot caught a pebble in the ice, he was flung forward to an immense distance with terrible velocity, and in his fall, broke his leg.

16. Edward, unconscious of the extent of the injury, with the assistance of a cottager, conveyed him home, insensible. The poor widow's cup of sorrow seemed now full to the brim; and William vainly endeavored, amid the agony of suffering, to console her.

17. Edward was like a ministering angel; he spoke words of comfortable assurance, and supported his friend in his arms while he underwent the painful operation of having the bone set.

18. In a short time, the doctor pronounced William out of danger; but he was unable to use the least exertion; even exercise of mind was forbidden, and days and weeks were now hurrying February into March.

19. "Alas!" said he, one day, to his friend, "there is no hope of the scholarship for me; but why should I regret it, when it only secures it to you! And yet, for my poor mother's sake, I can not resign it, even to you, without sorrow; and, dear Edward," he added, his whole countenance kindling up at the idea, "I would have striven against you like a Dacian gladiator, had it not pleased heaven to afflict me thus."

20. Edward was a youth of few words, and after a pause, he replied, "If your theme is finished, I will copy it for you; mine I finished last night."

21. "No," said William, "it is mostly in its first rough state, and wants yet a few pages in conclusion; yet you can see it; read it at your leisure; and, since it is impossible for it to appear, if any ideas or phrases appear to you good, you are welcome to them. But I beg your pardon," added he, correcting himself; "yours, I doubt not, is already the best."

QUESTIONS. What is this story about? 1. What is said of the two boys? 5. Were they good scholars? 7. What were they striving for? 15. What happened to William? What were his father's circumstances?

LESSON XXVIII.

Spell and define.

1. Ap-pró-pri-a-ting, setting apart.
3. Mán-u-script, a paper written by hand.
3. Cir-cum-stan-ces, condition.
5. In-tég-ri-ty, honesty, purity.
8. In-co-hér-ent-ly, in an unconnected manner.
8. Theme, a subject on which one writes.
9. Lán-guor, weakness.
9. Symp'-toms, signs of.
11. De-crép-it-ude, decayed and infirm by age.
13. Próph-e-cy, a prediction or a foretelling.
14. Grát-i-tude, thankfulness.
16. Com-ménce-ment, the beginning.

ERRORS. 5. *Singelar* for *singular*; 7. *widder* for *widow*; 8. *ravin* for *raving*; 8. *sudd'n* for *sudden*; 13. *futer* for *future*.

THE TWO FRIENDS. — CONCLUDED.

1. EDWARD did as his friend desired; he took from William's desk the various sheets of the unfinished theme. He carried them home with him, and, without any intention of appropriating a single word to his own benefit, sat down to its perusal. He read, and, as he read, grew more and more amazed. Were these thoughts, was this language indeed the composition of a youth like himself?

2. He was in the generous ardor of youth, and his heart, too, was devoted to a noble friendship, and the pure and lofty sentiments of his friend's composition aided the natural kindness of his heart.

3. It was midnight when he had finished the half-concluded sentence which ended the manuscript; and before morning he had drawn up a statement of his friend's circumstances, accompanied by the rough copy of his theme, which he addressed to the heads of the college.

4. He also made up his own papers, not now from any desire or expectation of obtaining the scholarship, but to prove, as he said in the letter with which he accompanied them, how much worthier his friend was than himself.

5. All this he did without being aware that he was performing an act of singular virtue; but believing merely that it was the discharge of his duty. O, how beautiful, how heroic is the high-minded integrity of a young and innocent spirit!

6. Edward did not even consult his friend the schoolmaster about what he had done, but took the packet, the next morning, to the nearest coach town, and called on his friend William on his return, intending to keep from him also the knowledge of what he had done.

7. As soon as he entered the door, he saw, by the countenance of the widow, that her son was worse. He had been so much excited by the conversation of the evening before, that fever had come on, and before the day was over, he was in a state of delirium.

8. Edward wept as he stood by his bed, and heard

his unconscious friend, incoherently raving in fragments of his theme; while the widow, heart-struck by this sudden change for the worse, bowed herself, like the Hebrew mother, and refused to be comforted.

9. Many days passed over before William was again calm, and then a melancholy languor followed, which, excepting that it was unaccompanied by alarming symptoms, was almost as distressing to witness. But the doctor gave hopes of speedy renovation as the spring advanced, and by the help of his good constitution, his entire recovery.

10. As soon as Edward ceased to be immediately anxious about his friend, he began to be impatient for an answer to his letter; and in process of time, that answer arrived.

11. What the nature of that answer was, any one who had seen his countenance might have known; and like a boy as he was, he leaped up in the exultation of his heart, threw the letter to his old grandfather, who sat by in his quiet decrepitude, thinking the lad had lost his senses; and then, hardly waiting to hear the overflowings of the old man's joy and astonishment, folded up the letter, and bounded off to his friend's cottage.

12. The widow, like the grandfather, thought at first that Edward had lost his wits; he seized her with an eagerness that almost overwhelmed her, and compelled her to leave her household work and sit down.

13. He related what he had done; and then, from the open letter which he held in his hand, read to her a singularly warm commendation of William's theme, from the four learned heads of the college;

who accepted it, imperfect as it was, nominated him to the scholarship, and concluded with a hope, which, to the mother's heart, sounded like a prophecy, that the young man might become a future ornament to the university.

14. It is impossible to say which was the greater, the mother's joy in the praise and success of her son, or her gratitude to his generous friend, who appeared to have sacrificed his prospects to those of his rival. But while she was pouring out her full-hearted torrent of gratitude, Edward put the letter into her hand, and desired her to read the rest, while he told the good news to William.

15. The letter concluded with great praise from the reverend doctors of what they styled Edward's "generous self-sacrifice;" adding that, in admiration thereof, as well as in consideration of the merit of his own theme, they nominated him to a similar scholarship, which was also in their gift.

16. Little more need be added; the two friends took possession of their rooms at the commencement of the next term; and, following up the course of learning and virtue which they had begun in youth, were ornaments to human nature, as well as to the university.

QUESTIONS. 1. What did Edward do with William's manuscript? 3. Where did he send it, with his own also? 15. What did both the boys get? Now tell me the rest of the story?

LESSON XXIX.

Spell and define.

1. Seals, marine animals.
1. Leagues, a league is three miles.
2. Ex-tráct-ed, taken from.
3. Blúb-ber, the fat of whales, &c.
3. Cubs, young bears.
3. Vo-rá-cious-ly, greedily.
4. Mór-tal-ly, deadly.
5. Ex-pír-ing, dying.
6. En-tice, to allure.
7. In-ex-préss-i-ble, that cannot be spoken.
7. Móan-ing, lamenting.
7. Múr-der-ers, (those who shot the bear.)

ERRORS. 2. *Makin* for *making*; 4. *muskits* for *muskets*; 5. *momunts* for *moments*.

THE WHITE BEAR.

1. THE white bear of Greenland and Spitzbergen is considerably larger than the brown bear of Europe, or the black bear of North America. This animal lives upon fish and seals, and is seen not only upon land in the countries bordering on the North Pole, but often upon floats of ice several leagues at sea.

2. The following relation is extracted from the "Journal of a Voyage for making discoveries toward the North Pole." Early in the morning, the man at the mast-head gave notice that three bears were making their way very fast over the ice, and that they were directing their course toward the ship.

3. They had, without question, been invited by the scent of the blubber of a sea-horse, killed a few days before, which the men had set on fire, and which was burning on the ice at the time of their approach. They proved to be a she-bear and her two cubs; but the cubs were nearly as large as the dam. They ran eagerly to the fire, and drew out from the flames, part of the flesh of the sea-horse that remained unconsumed, and ate it voraciously.

4. The crew from the ship threw great lumps of the flesh of the sea-horse, which they had still left, upon the ice. These the old bear carried away singly; laid every lump before her cubs as she brought it, and dividing it, gave each a share, reserving but a small portion to herself. As she was taking away the last piece, they leveled their muskets at the cubs, and shot them both dead; and in her retreat, they wounded the dam, but not mortally.

5. It would have drawn tears of pity from any but the most unfeeling, to mark the affectionate concern expressed by this poor beast, in the last moments of her expiring young. Though she was sorely wounded, and could but just crawl to the place where they lay, she carried the lump of flesh which she had fetched away, and placed it before them. Seeing that they refused to eat, she laid her paws first upon one and then upon the other, and endeavored to raise them up.

6. It was pitiful to hear her moan. When she found she could not stir them, she went off; and, stopping when she had got some distance, she looked back and moaned. When she found that she could not entice them away, she returned, and smelling around them, began to lick their wounds. She went off a second time as before; and having crawled a few paces, looked again behind her, and for some time stood moaning.

7. But still her cubs not rising to follow her, she returned to them again, and with signs of inexpressible fondness, went round one and round the other, pawing them and moaning. Finding at last that

they were cold and lifeless, she raised her head toward the ship and growled at the murderers, who then shot her with a volley of musket balls. She fell between her cubs, and died licking their wounds.

QUESTIONS. Where is Greenland? 1. Describe the white bear? 3. What induced the bears to come to the ship? 3. What did they do? 5. What did the old bear do when her cubs were shot?

LESSON XXX.

Spell and define.

3. Cáp-tive, a prisoner.
5. Ap-póint-ment, (a request for meeting.)
5. Mús-kets, guns.
5. Knáp-sacks, soldiers' bags.
5. Am-mu-ní-tion, powder, ball, &c.
5. Con-dúct-or, a guide.
6. Com-pán-ion, an associate.
6. Eá-ger-ly, earnestly.

ERRORS. 3. *An ole woman* for *an old woman*; 4. *afeered for afraid*; 5. *appintment* for *appointment*.

THE GRATEFUL INDIAN.

1. THERE is a story told of an Indian, who, in the early history of our country, stopped at an inn in the town of Litchfield, in the State of Connecticut, and asked for something to eat, saying, at the same time, that he had nothing to pay, but would try to pay in game, as soon as he could find any.

2. The woman who kept the inn, refused him any thing, and called him hard names; but a young man who sat by, asked her to give the Indian some supper, and he would pay for it. It was done. The Indian looked earnestly at his benefactor, thanked him, and promised to repay him, if it was ever in his power.

3. The young man was afterward passing through what was then an almost unbroken forest, between Litchfield and Albany, when he was taken captive by an Indian scout, and carried to Canada. When he was taken to the principal settlement of the tribe, it was proposed to put him to death; but an old woman begged for his life, and adopted him as her own son.

4. The journey to Canada had been, for the most part, by night; and the captive felt that he was cut off from all hope of finding his way home again. But, some years afterward, as he was at work on a summer's day, an Indian came to him, and proposed to meet him at an appointed place. He agreed to it; but when the time came, he was afraid some mischief was intended, and so stayed at home.

5. The same Indian came, and made a like appointment again. The young captive met him. The Indian had two muskets with ammunition, and two knapsacks. The captive youth took one, and followed his conductor. Night and day they traveled, shooting game for their food.

6. At length, one morning, they came suddenly to the top of a hill; and, at a distance, was a village in the midst of a cultivated country. The Indian asked his companion if he knew the place; and he eagerly replied, "It is Litchfield!" The Indian then recalled the scene at the inn, some years before, and bidding him farewell, exclaimed, "I that Indian! Now I pay you; go home!"

QUESTIONS. 2. What did the young man do for the Indian? 6. What did the Indian in return do for the young man? What is the moral of this piece?

LESSON XXXI.

Spell and define.

3. Dí-a-dem, a crown.
4. Fraught, loaded, replete.
5. Phi-lós-o-phy, the love of wisdom.
5. Sóph-ists, cavilling reasoners.
7. Pál-try, worthless.
7. Tráp-pings, ornaments.

ERRORS. 5. *Sophis* for *sophists*; 5. *tenderniss* for *tenderness*; 6. *sorrers* for *sorrows*; 7. *paltery* for *paltry*.

PITY.

1. How lovely, in the arch of heaven,
   Appears yon sinking orb of light,
   As, darting through the clouds of even,
   It gilds the rising shades of night!
   Yet brighter, fairer, shines the tear,
   That trickles o'er misfortune's bier!

2. Sweet is the murmur of the gale,
   That whispers through the summer's grove;
   Soft is the tone of friendship's tale,
   And softer still the voice of love;
   Yet softer far, the tears that flow,
   To mourn, to soothe, another's woe.

3. Richer than richest diadem
   That glitters on the monarch's brow;
   Purer than ocean's purest gem,
   Or all that wealth or art can show,
   The drop that swells in Pity's eye,
   The pearl of sensibility!

4. Is there a spark in earthly mold,
   Fraught with one ray of heavenly fire?
   Does man one trait of virtue hold,
   That even angels must admire?

That spark is Pity's radiant glow;
That trait, the tear for others' woe!

5. Let false philosophy decry
The noblest feeling of the mind;
Let wretched sophists madly try
To prove a pleasure more refined;
They only strive in vain to steel
The tenderness they can not feel!

6. To sink in nature's last decay,
Without a friend to mourn the fall;
To mark its embers die away,
Deplored by none, unwept by all;
This, this is sorrow's deadliest curse,
Nor hate itself can form a worse!

7. Take wealth, I know its paltry worth;
Take honor, it will pass away;
Take power, I scorn the bounded earth;
Take pomp, its trappings soon decay;—
But spare me, grant me, Pity's tear,
To soothe my woe, and mourn my bier.

LESSON XXXII.

Spell and define.

1. Sal-u-tá-tions, greetings.
1. Port-mán-teau, a bag to carry clothes [in.
3. In-ge-nú-i-ty, ready invention.
3. Ex'-qui-site, very fine, excellent.
4. Ex-térn-al, outward.
6. Próc-ess, operation.
Screen, a covering.
Oc-cá-sion-al-ly, now and then.
Re-lúct-ant, unwilling.
Spéc-i-fy, to point out.
De-cí-pher-ing, finding out.
Pén-e-tra-ting, piercing.

ERRORS. 1. *Contens* for *contents*; 3. *injry* for *injury*; 4. *diffrent* for *different*; 5. *considrable* for *considerable*.

DIRECTION. In reading dialogues, you must consider the circumstances and feelings of the characters speaking, and vary your voice in such a manner as best to personate them.

A CURIOUS INSTRUMENT.

1. A GENTLEMAN, just returned from a journey to London, was surrounded by his children, who were eager, after the first salutations were over, to hear the news; and still more eager to see the contents of a small portmanteau, which were, one by one, carefully unfolded and displayed to view.

2. After distributing among them a few small presents, the father took his seat again, saying that he had brought from town, for his own use, something far more curious and valuable than any of the little gifts which they had received. It was, he said, too good to present to any of them; but he would, if they pleased, first give them a brief description of it, and then, perhaps, they might be allowed to inspect it.

3. The children were, accordingly, all attention, while the father thus proceeded. This small instrument displays the most perfect ingenuity of construction, and exquisite nicety and beauty of workmanship;

from its extreme delicacy, it is so liable to injury, that a sort of light curtain, adorned with a beautiful fringe, is always provided, and so placed as to fall, in a moment, on the approach of the slightest danger.

4. Its external appearance is always more or less beautiful; yet in this respect there is a great diversity in the different sorts. The internal contrivance is the same in all of them, and is so extremely curious, and its powers so truly astonishing, that no one who considers it can suppress his surprise and admiration.

5. By a slight and momentary movement, which is easily effected by the person to whom it belongs, you can ascertain with considerable accuracy the size, color, shape, weight, and value of any article whatever.

6. A person possessed of one, is thus saved from the necessity of asking a thousand questions, and trying a variety of troublesome experiments, which would otherwise be necessary; and so slow and laborious a process would, after all, not succeed half so well as a single application of this admirable instrument.

George. If they are so very useful things, I wonder that every body, that can at all afford it, does not have one.

Father. They are not so uncommon as you may suppose; I myself happen to know several individuals who are possessed of one or two of them.

Charles. How large is it, father? Could I hold it in my hand?

Father. You might; but I should be very sorry to trust mine with you!

George. You will be obliged to take very great care of it then?

Father. Indeed I must. I intend every night to inclose it within the small screen I mentioned; and it must, besides, occasionally be washed in a certain colorless fluid kept for the purpose; but this is so delicate an operation, that persons, I find, are generally reluctant to perform it.

But, notwithstanding the tenderness of this instrument, you will be surprised to hear that it may be darted to a great distance, without the least injury, and without any danger of losing it.

Charles. Indeed! and how high can you dart it?

Father. I should be afraid of telling you to what a distance it will reach, lest you should think that I am jesting with you.

George. Higher than this house, I suppose?

Father. Much higher.

Charles. Then how do you get it again?

Father. It is easily cast down by a gentle movement, that does it no injury.

George. But who can do this?

Father. The person whose business it is to take care of it.

Charles. Well, I cannot understand you at all; but do tell us, father, what it is chiefly used for.

Father. Its uses are so various that I know not which to specify. It has been found very serviceable in deciphering old manuscripts; and, indeed, it has its use in modern prints. It will assist us greatly in acquiring all kinds of knowledge; and without it, some of the most sublime parts of creation would have been matters of mere conjecture.

It must be confessed, however, that much depends on a proper application of it, for it is possessed by

many persons who appear to have no adequate sense of its value; and who employ it only for the most low and common purposes, without even thinking, apparently, of the noble uses for which it is designed, or of the exquisite gratifications which it is capable of affording.

It is, indeed, in order to excite in your minds some higher sense of its value than you might otherwise entertain, that I am giving you this previous description.

George. Well, then, tell us something more about it.

Father. It is of a very penetrating quality; and can often discover secrets which could be detected by no other means. It must be owned, however, that it is equally prone to reveal them.

Charles. What! can it speak, then?

Father. It is sometimes said to do so, especially when it happens to meet with one of its own species.

George. Of what color is it?

Father. They vary considerably in this respect.

George. Of what color is yours?

Father. I believe, of a darkish color, but, to confess the truth, I never saw it in my life.

Both. Never saw it in your life!

Father. No, nor do I wish to see it; but I have seen a representation of it, which is so exact that my curiosity is quite satisfied.

George. But why do n't you look at the thing itself?

Father. I should be in danger of losing it, if I did.

Charles. Then you could buy another.

Father. Nay, I believe that I could not prevail on any body to part with such a thing.

George. Then how did you get this one?

Father. I am so fortunate as to be possessed of more than one; but how I got them, I really can not recollect.

Charles. Not recollect! why, you said that you brought them from London to-night.

Father. So I did; I should be sorry if I had left them behind me.

Charles. Tell, father, do tell us the name of this curious instrument.

Father. It is called — an EYE.

QUESTIONS. 1. From what place had the gentleman come? 2. What did he say to the children? What inquiries did the children make? How was the instrument described? What was it? Ask your teacher to describe the eye.

LESSON XXXIII.

Spell and define.

2. De-cline, to fail, or decay.
5. Heath, a low shrub of many species.
5. Broom, a small tree or shrub.
6. Haunts, frequents.
7. Car-ná-tion, a fine sort of clove pink.
8. Crim-son, a deep red.
8. Pén-sile, hanging, suspended.
9. Fló-ra, the goddess of flowers.
9. Per-én-ni-al, perpetual.
10. Dái-sy, a flower of several varieties.

A FIELD FLOWER.

1. THERE is a flower, a little flower,
With silver crest and golden eye,
That welcomes every changing hour,
And weathers every sky.

2. The prouder beauties of the field
In gay but quick succession shine;

Race after race their honors yield,
They flourish and decline.

3. But this small flower, to nature dear,
While moons and stars their courses run,
Wreathes the whole circle of the year,
Companion of the sun.

4. It smiles upon the lap of May,
To sultry August spreads its charms;
Lights pale October on his way,
And twines December's arms.

5. The purple heath and golden broom,
On moory mountains, catch the gale;
O'er lawn the lily sheds perfume,
The violet in the vale.

6. But this bold flow'ret climbs the hill,
Hides in the forest, haunts the glen,
Plays on the margin of the rill,
Peeps round the fox's den.

7. Within the garden's cultured round,
It shares the sweet carnation's bed;
And blooms on consecrated ground
In honor of the dead.

8. The lambkin crops its crimson gem,
The wild bee murmurs on its breast;
The blue-fly bends its pensile stem
Light o'er the sky-lark's nest.

9. 'T is Flora's page; in every place,
In every season, fresh and fair

It opens with perennial grace,
And blossoms everywhere.

10. On waste and woodland, rock and plain,
Its humble buds unheeded rise;
The rose has but a summer reign,
The daisy never dies.

LESSON XXXIV.

Spell and define.

1. Ter-rif-ic, very frightful.
1. Maél-strom, a great whirlpool.
2. Vór-tex, it here means the Maelstrom.
3. Ex-cúr-sion, (a sail,) a ramble.
4. Déx-trous-ly, expertly.
6. Ap-pre-hénd-ed, feared:
7. Crít-ic-al, nice, exact.
7. Dés-pe-rate, (most powerful.)
8. Im-pénd-ing, hanging over.
9. Ex-pos-tu-lá-tion, entreaty.
11. Térm-in-a-ted, ended.
12. In-gúlf-ed, swallowed up.

ERRORS. 2. *Currunts* for *currents*; 3. *lyin* for *lying*; 5. *rowin* for *rowing*; 6. *pint* for *point*.

THE PLEASURE BOAT.

1. TRAVELERS tell us of a terrific whirlpool in the sea, a few leagues from the western shore of the kingdom of Norway, called Maelstrom. The water near it is kept in the most fearful commotion.

2. Ships, when they are unfortunately drawn into it, are quickly dashed to pieces, and disappear. Even the whale is sometimes overcome by the force of the currents, and with loud bellowings of distress and alarm, is carried into the vortex of the whirlpool, from which it never issues alive.

3. On the shore nearly opposite to this dreadful place, one fine day in the month of July, a party of young gentlemen and ladies were walking for

pleasure. A proposition was made to embark for an excursion upon the water, and some of the party stepped into a boat lying by the shore.

4. None of them were accustomed to the dangers of the sea. The young men could not ply the oars as dextrously as can those who are practiced in the labor. They supposed there could be no danger. The sea was so calm, the day so pleasant, and the winds breathed so softly, they felt all was safe.

5. They embarked, and the boat was soon in motion, propelled rapidly by the oars. The young men, fatigued with the exertion, ceased rowing, and were pleased to find that the boat continued to glide smoothly yet swiftly along.

6. They saw and apprehended no danger. All was lively joy and innocent hilarity. They knew not that they were within the influence of the whirlpool, and passing rapidly around its outermost circle, and that they were drawing insensibly nearer to a point whence there could be no escape.

7. They came round nearly to the place whence they had embarked. At this critical moment, the only one in which it was possible for them to escape, a number of persons on the shore perceived the danger of the unhappy party, and gave the alarm. They entreated those in the boat to make at least one desperate effort, and, if possible, reach the shore.

8. They entreated in vain. The party in the boat laughed at the fears of their friends, and suffered themselves to glide onward, without making one exertion for deliverance from the impending destruction. They passed around the second circle, and again appeared to their terrified friends on shore.

9. Expostulation and entreaty were redoubled, but in vain. To launch another boat would only bring sure destruction to those who might embark. If any of the party were saved, their own efforts could alone accomplish the work.

10. But they continued their merriment; and, now and then, peals of laughter would come over the waters, sounding like the knell of death upon the ears of all who heard; for they well knew that now there was no relief, and that soon the thoughtless revelers would see their folly and madness, and awake to their danger only to find that they could not avoid ruin and death.

11. Again they came round; but their mirth was terminated. They had heard the roarings of the whirlpool, and had seen in the distance the wild tumult of the waters, and they knew that death was near. The boat began to quiver like an aspen leaf, and to shoot like lightning from wave to wave.

12. The foam dashed over them as they sped along, and every moment they expected to be ingulfed. They now plied the oars, and cried for help. No help could reach them. No strength could give the boat power to escape from the vortex toward which it was hastening.

13. A thick, black cloud, as if to add horror to the scene, at this moment shrouded the heavens in darkness, and the thunder rolled fearfully over their heads. With a desperate struggle, the oars were again plied. They snapped asunder, and their last hope gave way to the agony of despair. The boat, now trembling, now tossed, now whirled suddenly around, plunged into the yawning abyss, and, with

the unhappy persons which it carried, disappeared forever.

14. Thus perished the pleasure-boat and all who had embarked in it. And thus perish thousands in the whirlpool of dissipation, who at first sailed smoothly and thoughtlessly around its outmost circle, and laughed at those who saw and faithfully warned them of their danger. But, rejecting all admonition, and closing their ears to all entreaties, they continued on their course till escape was hopeless, and ruin inevitable.

15. Let every youth remember that the real danger lies in entering the first circle. Had not the pleasure-boat entered that, that unhappy party had never been dashed to pieces in the vortex of the whirlpool. Pleasure may, indeed, beckon on, and cry, "There is no danger;" but believe her not.

16. The waves and rocks of ruin are in her path; and to avoid them may not be in your power, if one step be taken. Many a man, who commenced with a glass of spirit, relying upon his strength of mind and firmness of purpose, has passed around the whole circle of drunkenness, and lain down in a dishonored grave.

QUESTIONS. 1. What do travelers tell us? 3. Who went out in the boat? 6. Did they fear any danger? 7. What did their friends on the shore say? 8. How did those in the boat feel? 13. What became of them? What is the moral in the 15th and 16th paragraphs?

LESSON XXXV.

Spell and define.

1. Brig, a vessel with two masts.
2. Jib, the foremost sail.
3. Deck, the floor of a ship.
4. An'-guish, great distress.
4. Si-mul-tá-ne-ous-ly, at the same moment.
4. Re-spónd-ed, answered.
5. Fúrl-ing, drawing up.
5. Bów-sprit, a large spar at the ship's head.
6. Lár-board, the left hand side of the ship.
6. In-tén-tion, design.
7. Scúp-pers, holes to discharge water from the ship's deck.

DIRECTION. This piece involves emotions of deep sympathy, combined with alarm and intense anxiety, and should be read in a subdued and solemn tone of voice.

THE SAILOR BOY.

1. AT eight o'clock in the evening, the wind being still so strong that the brig was staggering under the few sails which she was carrying, there were appearances of the rapid approach of a violent squall, which made it necessary to reduce our canvas to the foretopsail and foresail.

2. When the order was given to take in the jib, I went down into the cabin, and was trying to amuse myself in my solitude, when I was suddenly startled by a most dismal groaning sound, which seemed to come to me through the side of the vessel!

3. Before I had time to ask or seek the cause of this strange noise, I heard a sharp, quick cry of alarm on deck, followed by the sound of a person rushing to the side of the brig, instantly succeeded by a stumble and a heavy fall, nearly over my head. The groaning noise, meanwhile, continued, sharpened into a cry of human agony and despair.

4. I sprang upon deck, and there saw the captain, both the mates, and two sailors, standing aft, and

looking into the water behind us, motionless, and seemingly overwhelmed with distress; while from the sea, in our wake, came that awful cry, still loud and piercing, though receding fast; and to every scream the captain responded in tones of anguish, "O, poor boy! poor boy! poor boy!" With a fearful guess of the nature of the accident, I called out, "What is it?" All the officers simultaneously answered me, "The boy is overboard!" This was, indeed the horrid fact.

5. Two sailors, with the boy, were occupied in furling the jib; he innermost, and in the most secure place, on the cap of the bowsprit, while they were out beyond him on the jib-boom; when suddenly, without any particular cause, he slipped from the place he was bestriding, and fell into the sea; the first notice of his fall being his cries as he rose in the water.

6. The mate was on the bows at the time, superintending the execution of the order, and, as soon as he could speak, cried out, "The boy's overboard!" Quick as light, both in thought and action, the captain sprang to the larboard rail, and seized the main brace, a very long line, which hung in a huge coil, with the intention of throwing it over into the sea. Had this been accomplished, it would have gone many fathoms behind us, and most likely have been grasped by the poor boy, who, in his agonizing and almost supernatural efforts, was still nearly keeping up with us, and had not yet fallen astern.

7. It would have been his last chance of life; but it failed him. The deck was wet with the dashing waves; the captain's foot slipped; and he fell into

the lee scuppers with violence, stunned for a moment, and severely bruised.

8. When he rose to his feet, the wretched sufferer was far astern, beyond the reach of any such aid! Still the lost boy's unearthly scream,

——— "the bubbling cry,
Of that strong swimmer in his agony,"

was raging with dreadful distinctness in our ears; at intervals half obscured, as he descended into the hollows of the mountainous sea, and then pealing out again with redoubled power, as the next rolling wave lifted him to its foaming top, for a moment.

9. As I lingered, waiting for the sounds to cease, I suffered almost the horrors of death itself, in thus counting each heart-breaking degree of misery and aggravating despair, which I knew were coming over him, every moment, as he found the vessel receding, his strength and heart failing, and his apprehension of certain death increasing.

10. He was a native of Turk's Island, where he was brought up on the sea-shore, living half the time in the water, throughout the year, and, like all his almost amphibious countrymen, "swimming like a fish." I have no doubt that the wretched being swam for more than an hour after us, until at last the awful certainty of his terrible doom came over him; and there, alone amid the pitiless waves, alone, alone in the wide waters of the cold ocean, abandoned by man, with no hope from heaven or earth,

"He sunk into the depths with bubbling groan,
Without a grave, unknelled, uncoffined, and unknown."

QUESTIONS. What is a brig? 4. What happened? 6. What did the captain try to do? 7. Did the boy get the rope? 10. Did he sink and drown? 10. Where was he from?

LESSON XXXVI.

Spell and define.

4. A-stérn, the hinder part of a ship.
5. Ve-lóc-i-ty, swiftness.
5. Swámp-ed, overwhelmed.
7. A-bán-don-ed, deserted.
9. Fóre-cas-tle, a short deck in the fore part of a ship.
10. Lég-i-ble, that can be read.
11. Yeárn-ed, longed for greatly.

THE SAILOR BOY, — Concluded.

1. The night was perfectly dark; so that the boy was not once to be seen after he fell. A drenching rain coming on at the same moment, added to the confusion of the furious gust that was already howling through our rigging, and laying the vessel almost on her side; the tops of the waves being swept by the wind into sheets of spray, and raising their voices as if in triumph over their helpless victim.

2. But over all yet sounded that despairing death-cry, shrill, though fainter, telling us that still he struggled against prolonged though certain destruction. I could bear it no longer, and rushed down into the cabin to escape the sound. But, incredible as it may appear, I still heard him distinctly even there, though he must have been already nearly a mile from us. I can never forget that sound. It was like nothing else that I ever heard. I shudder now in recalling it. I have since seen death in many shapes, but never in a form so terrible.

3. When I came out of the cabin, the sailors were lowering and stowing the mainsail, a measure which had already become urgently necessary. The cry was heard no more, forever! We flew on our gloomy

way before the blast; and there were dark and hardened faces among us, wet with something else than the rain and spray.

4. I thought and studied all the circumstances over many times, with a deepening conviction of our total inability to help him. Our small boat was hauled up astern, and lashed with many fastenings, that would have much delayed an attempt to save him in a smooth, calm sea, in broad daylight. It would have required four men to row the boat, and one to steer her in the proper direction.

5. This would have taken every man from us, except the captain and the cook, if every circumstance had favored us. An accident to the boat, then, would have left the brig totally unmanned. The boat itself, if lowered, would have struck the sea "broadside on," which, with our velocity, would have swamped her, and torn her to pieces. Our long-boat was out of the question, of course, being stowed, bottom upward, between the masts, and requiring our whole force, for half a day, when in port, to get her into the water.

6. The result was, the painful conviction of the utter hopelessness of relief to any person that should fall overboard on the passage, while we were making such headway. Under such circumstances, the most enviable fate would be that of one who could not swim, and who would go down immediately.

7. That day, according to custom, the lost boy's chest was brought on deck, and his clothes and other little property sold at auction; the proceeds being deposited, with the balance of his wages, for the benefit of his friends. He was a rough, neglected-looking boy, about sixteen or seventeen years old.

He had been abandoned in New York, by the ship-master who first employed him, and brought him from home; and being a totally friendless stranger, he fell into great want and suffering, begging his food and sleeping in the markets.

8. In this condition, he was found by some benevolent persons, and came under the notice of Captain Howland, who took him under his care, and provided him a place in the Rondout, where he showed himself active, industrious, and obedient.

9. Knowing these circumstances of his previous degradation, I was surprised when we found in his chest a very well written letter to his parents, which he had composed entirely by himself, in the forecastle, since he came on board, in preparation for any possible opportunity to send it to his home on Turk's Island.

10. The language was grammatical and well chosen, though simple; and it was written in a legible hand, though with a bad pen, and the worst of accommodations. He gave his friends a general account of his situation, told them he was doing well with Captain Howland, and was treated very kindly by him.

11. As I read this, the honest captain's tears burst out afresh; and I was not far from joining him, when I read further the poor boy's kind little message to his brothers and sisters, in that beloved island home, to which his heart yearned in his woeful exile, and especially the anxious affection which he fondly expressed for "mother and the babe."

12. Never had a stranger a more heartfelt mourning than was made over him, by some "unused to the melting mood." His name was Ernest Augustus

Darrell. This is his only funeral rite, epitaph, or memorial, except in the sorrowful remembrance of that poor family that looked so long in vain for him, and, perhaps, never heard the particulars of his sad loss.

QUESTIONS. 1. On what kind of a night did this accident happen to the boy? 9. What was found in his chest? 10. What can you tell about the letter?

LESSON XXXVII.

Spell and define.

1. Sá-ble, dark, dusky.
1. Hú-mid, moist.
2. Trés-es, ringlets of hair.
4. Brill-iant, shining.
4. Ting-es, colors slightly.
5. E-más-ciate, thin, lean.
6. Or'-i-son, a prayer.
6. Al-lúre-ments, enticements.
6. El'-o-quence, elegant speaking.
6. Súb-lu-na-ry, terrestrial.

ERRORS. 1. *Reluctuntly* for *reluctantly*; 4. *arrer* for *arrow*; 4. *pizen* for *poison*; 7. *bust* for *burst*; 7. *victry* for *victory*.

BURIAL OF THE YOUNG.

1. THERE was an open grave, and many an eye
Looked down upon it. Slow the sable hearse
Moved on, as if reluctantly it bare
The young, unwearied form to that cold couch,
Which age and sorrow render sweet to man.
There seemed a sadness in the humid air,
Lifting the long grass from those verdant mounds
Where slumber multitudes.

2. There was a train
Of young, fair females, with their brows of bloom,
And shining tresses. Arm in arm they came,
And stood upon the brink of that dark pit,

In pensive beauty, waiting the approach
Of their companion. She was wont to fly,
And meet them, as the gay bird meets the spring,
Brushing the dew-drop from the morning flowers,
And breathing mirth and gladness.

3. Now she came,
With movements fashioned to the deep-toned bell;
She came with mourning sire, and sorrowing friend,
And tears of those, who at her side were nursed
By the same mother. Ah! and one was there,
Who, ere the fading of the summer rose,
Had hoped to greet her as his bride. But Death
Arose between them. The pale lover watched
So close her journey through the shadowy vale,
That almost to his heart the ice of death
Entered from hers.

4. There was a brilliant flush
Of youth about her, and her kindling eye
Poured such unearthly light, that hope would hang
Even on the archer's arrow, while it dropped
Deep poison. Many a restless night she toiled
For that slight breath which held her from the tomb,
Still wasting like a snow-wreath, which the sun
Marks for his own, on some cool mountain's breast,
Yet spares, and tinges long with rosy light.

5. Oft, o'er the musings of her silent couch,
Came visions of that matron form, which bent
With nursing tenderness, to soothe and bless
Her cradle dream; and her emaciate hand
In trembling prayer she raised, that He, who saved
The sainted mother, would redeem the child.

6. Was the orison lost? Whence, then, that peace
So dove-like, settling o'er a soul that loved
Earth and its pleasures? Whence that angel smile,
With which the allurements of a world so dear
Were counted and resigned? that eloquence,
So fondly urging those, whose hearts were full
Of sublunary happiness, to seek
A better portion?

7. Whence that voice of joy,
Which, from the marble lip, in life's last strife,
Burst forth, to hail her everlasting home?—
Cold reasoners, be convinced. And when ye stand
Where that fair brow and those unfrosted locks
Return to dust, where the young sleeper waits
The resurrection morn, O! lift the heart
In praise to Him who gave the victory.

LESSON XXXVIII.

Spell and define.

1. Et'-na, a volcanic mountain in Sicily.
1. As-cénd, to go up.
2. Di-vérs-i-ty, difference.
2. Ho-rí-zon, that which bounds our sight.
4. Il-lú-min-ate, to enlighten.
5. At'-mos-phere, the air.
5. E-mérg-ing, coming out of.
8. Líp-a-ri, Pán-a-ri, Al-i-cú-di, Stróm-bo-li, } volcanic islands.

ERRORS. 2. *Astonishment* for *astonishment*; 2. *fines* for *finest*; 7. *objex* for *objects*; 8. *trax* for *tracts*; 9. *coas* for *coasts*.

VIEW FROM MOUNT ETNA.

1. THE man who treads Mount Etna, seems like a man above the world. He generally is advised to ascend before day-break; the stars now brighten, and the milky-way seems like a pure flake of light.

2. But when the sun rises, the prospect from the summit of Etna is, beyond comparison, the finest in nature. The eye rolls over it with astonishment and is lost. The diversity of objects; the extent of the horizon; the immense height; the country like a map at our feet; the ocean around; the heavens above; all conspire to overwhelm the mind with amazement and awe.

3. There is not, says Mr. Brydone, on the surface of the globe, any one point that unites so many awful and sublime objects. The immense elevation from the surface of the earth, drawn as it were to a single point, without any neighboring mountain for the senses and imagination to rest upon and recover from their astonishment, in their way down to the world.

4. This point, or pinnacle, raised on the brink of a bottomless gulf, as old as the world, often discharges rivers of fire, and throws out burning rocks, with a

noise that shakes the whole island. Add to this, the unbounded extent of the prospect, embracing the greatest diversity, and the most beautiful scenery in nature, with the sun rising in the east, to illuminate the wondrous scene.

5. The whole atmosphere by degrees kindles up, and shows dimly and faintly the boundless prospect around. Both sea and land appear dark and confused, as if only emerging from their original chaos, and light and darkness seem still undivided; till the morning, by degrees advancing, completes the separation. The stars are extinguished, and the shades disappear.

6. The forests, which but just now seemed black and bottomless gulfs, from whence no ray was reflected to show their form or colors, appear a new creation rising to sight, catching life and beauty from every increasing beam. The scene still enlarges, and the horizon seems to widen and expand itself on all sides; till the sun, like the great Creator, appears in the east, and with his plastic ray completes the mighty scene.

7. All appears enchantment; and it is with difficulty that we can believe we are still on the earth. The senses, unaccustomed to the sublimity of such a scene, are bewildered and confounded; and it is not till after some time that they are capable of seperating and judging of the objects that compose it.

8. The body of the sun is seen rising from the ocean, immense tracts both of sea and land intervening; the islands of Lipari, Panari, Alicudi, Stromboli, and Volcano, with their smoking summits, appear under your feet; and you look down on the whole of Sicily as on a map; and can trace every

river through all its windings, from its source to its mouth.

9. The view is absolutely boundless on every side; nor is there any one object within the circle of vision to interrupt it, so that the sight is everywhere lost in the immensity; and I am persuaded, it is only from the imperfection of our organs, that the coasts of Africa, and even of Greece, are not discovered, as they are certainly above the horizon. The circumference of the visible horizon on the top of Etna, can not be less than two thousand miles.

10. The most beautiful part of the scene is certainly the mountain itself, the island of Sicily, and the numerous islands lying round it. All these, by a kind of magic in vision, that I am at a loss to account for, seem as if they were brought close round the skirts of Etna; the distances appear reduced to nothing.

QUESTIONS. Where is Mount Etna? 8. What other volcanoes are named? 8. What can be seen from Etna? 9. What is said of the prospect?

LESSON XXXIX.

Spell and define.

1. Ur'-chins, a name of slight contempt given to children.
5. Thrift-y, prosperous. [from abroad.
7. Im-pórt-er, one who brings goods
10. Squál-id, foul, filthy.
11. Ca-pác-i-ty, power of containing.
12. Lín-e-a-ment, outline, feature.
12. Hés-i-ta-ted, (paused.)

ERRORS. 3. *Seval* for *several*; 4. *stan* for *stand*; 5. *hones* for *honest*; 6. *industrus* for *industrious*; 7. *marchant* for *merchant*; 8. *sixpunce* for *sixpence*.

THE SILVER SIXPENCE.

1. "Do you see here," said a ragged little boy, to a group of young, gaily dressed urchins, as he came up from Market street wharf, in Philadelphia; "Do

you see here! I've got a silver sixpence." They all set up a hearty laugh. "Why," said Jeremiah Budd, whose father was a wealthy shipper, "I have six dollars to spend on Christmas, and that fellow is proud of sixpence."

2. Theodore heard it, and looked thoughtfully at the ground for a moment; then recollecting, "Six dollars to spend," muttered he, "but sixpence to keep is better than that."

3. Theodore kept his sixpence in his pocket carefully wrapped up for several weeks, when one day his uncle, who kept a fruit shop at the corner of the alley where he lived, said to him, "Theodore, your sixpence don't grow in your pocket; you should plant it."

4. The little boy understood him better when he told him, that if he pleased, he might buy some fruit in the market with it, and stand in the shop and sell it out again. He embraced the offer, doubled his money the first day, and went on until he had as much fruit to sell as he had room for in his little corner.

5. His uncle, observing the thrifty, and, withal, honest turn of the boy, finally took him into his store, as an assistant, and allowed him to trade in sundry specified articles on his own account.

6. The closest attention to business, the most careful management of his small funds, and that run of good luck, as it is called, which generally runs with those who are saving, industrious, and prudent, in the course of three or four years, enabled him to go into full partnership with his uncle, and to extend the business to double its former amount.

7. Having trimmed his sails right at first, it had become a kind of second nature with Theodore, to keep

what the sailors would call, close to the wind; and he made headway astonishingly. Soon after he was twenty-one, he was able to buy out the whole stock of a dry goods merchant, and to go into business on his own account, entirely. Still he prospered; became an importer; changed finally his business for a wholesale concern; embarked in the India trade; and at last married a fine girl, whose fortune was but little inferior to his own, and it was said, after that occurred, that he was worth no less than half a million.

8. Theodore now lived in an elegant mansion in Arch street; kept his carriage and every thing in pretty style; yet attended as usual to his business. That he might never lose sight of the origin of his good fortune, a sixpence was blended with the arms upon his carriage. It formed the seal with which he stamped letters, and he had one of the coins, he used to say the very identical one he first owned, fastened upon his desk in the counting-room.

9. Remembering, thus constantly, that by small means he had risen, he still, amid much well bestowed charity, and in the constant practice of true, open benevolence, looked well to small things, and never forgot how to reckon pence as well as pounds.

10. Thus smoothly were Theodore's affairs going forward, when one sultry summer's day, just as he had entered his counting-room, a thin, squalid figure presented himself at the counter, and asked for employment. He wore a threadbare suit of black, an old hat, and his shoes were almost ready to drop from his feet.

11. "In what capacity," asked Theodore, "do you wish for employment?" "In any capacity," was the reply; "but, sir," continued the stranger, wiping a

tear from his eye with his coat sleeve, "my father was a merchant, and he brought me up to his profession; I should therefore be glad of employment as a clerk."

12. Theodore looked at the man closely. He thought he saw some lineament he remembered. "What is your name?" he asked. The stranger hesitated a moment, hung down his head, and replied in a whisper, "Jeremiah Budd!" "Ah!" said Theodore, recollecting him instantly, "and you have got clear of your six dollars long ago, I fancy, Jeremiah." "Yes," said Jeremiah with a sigh, "but I have not forgotten the ragged little boy with the sixpence. Had I been as careful of my thousands as he was of his pence, I should not have been here friendless and penniless to-day."

13. There was a half-triumphant smile on Theodore's face, as he took the hand of his visitor, which seemed to spring from much self-complacent feeling, but was excusable, because it arose partly from the consciousness of his ability to aid one, whose imprudence had caused his misfortune, but who appeared now to confess his error. He took the applicant into his employ, and in process of time restored him into the business-doing world, an active, prudent, and valuable man.

14. The lesson taught in the story is too plain to need a word in addition. I will simply ask, where is the needy man, who has not spent more money, foolishly, in his life, than would be necessary to make him comfortable now?

QUESTIONS. What is this story about? 1. How much money had Theodore? 1. How much had Jeremiah? What did each do with his money? 7. What did Theodore become? 12. Who came into the store? Tell the rest of the story?

LESSON XL.

Spell and define.

1. Bat-tál-ion, a body of soldiers.
1. Bár-rack, a building to lodge soldiers in.
1. Tráns-ports, ships to convey soldiers in.
3. Whím-si-cal, full of whims.
5. Ar'-bi-ter, one who controls.
6. Sus-pénse, in doubt.
6. De-pict-ed, painted out.
10. So-lic-it-á-tions, entreaties.
10. Al-lé-vi-ate, to lighten.
16. Béck-on-ed, made signs.
19. Hós-pi-ta-ble, kind to strangers.
19. Prob-a-bil-i-ty, appearance of truth.
20. Fár-lough, absence from military service.

ERRORS. 1. *Sogers* for *soldiers*; 2. *bel sas* for *belts as*; 3. *minglin* for *mingling*; 4. *rigiment* for *regiment*; 6. *sobbin* for *sobbing*.

THE SOLDIER'S WIFE.

1. SOME years since, the first battalion of the 17th regiment of foot, under orders to embark for India, that far-distant land where so many British soldiers have fallen victims to the climate, were assembled in the barrack-yard of Chatham, to be inspected, previously to their passing on board the transports, which lay moored in the Downs.

2. It was scarcely day-break, when the merry drum and fife were heard in all parts of the town, and the soldiers were seen sallying forth from their quarters, to join the ranks, with their bright firelocks on their shoulders, and knapsacks and canteens fastened to their backs by belts as white as snow.

3. Each soldier was accompanied by some friend or acquaintance, or by some individual with a dearer title to his regard than either; and there was a strange and somewhat whimsical mingling of weeping and laughter among the assembled groups.

4. The second battalion was to remain in England,

and the greater portion of the division were present to bid farewell to their old companions in arms. But among the husbands and wives, uncertainty as to their destiny prevailed; for the lots were yet to be drawn; the lots which were to decide which of the women should accompany the regiment, and which should remain behind.

5. Ten of each company were to be taken, and chance was to be the only arbiter. Without noticing what passed elsewhere, I confined my attention to that company which was commanded by my friend, Captain Lodon, a brave and excellent officer. The women had gathered round the flag-sergeant, who held the lots in his cap, ten of them marked "to go," and all the others containing the fatal words, "to remain."

6. It was a moment of dreadful suspense; and never have I seen the extreme of anxiety so powerfully depicted in the countenances of human beings, as in the features of each of the soldiers' wives who composed the group. One advanced and drew her ticket; it was against her, and she returned sobbing.

7. Another; she succeeded; and giving a loud huzza, ran off to the distant ranks to embrace her husband. A third came forward with hesitating step; tears were already chasing each other down her cheeks, and there was an unnatural paleness on her interesting and youthful countenance.

8. She put her small hand into the sergeant's cap, and I saw by the rise and fall of her bosom, even more than her looks revealed. She unrolled the paper, looked upon it, and with a deep groan, fell back, and fainted. So intense was the anxiety of every person present, that she remained unnoticed, until all the

tickets had been drawn, and the greater number of the women had left the spot.

9. I then looked round, and beheld her supported by her husband, who was kneeling upon the ground, gazing upon her face, and drying her fast falling tears with his coarse handkerchief, and now and then pressing it to his own manly cheek. Captain Lodon advanced toward them. "I am sorry, Henry Jenkins," said he, "that fate has been against you; but bear up and be stout-hearted." "I am so, captain," said the soldier, as he looked up, and passed his rough hand across his face; "but 'tis a hard thing to part."

10. "O, captain!" sobbed the young woman, "as you are both a husband and a father, do not take him from me. I have no friend in the wide world but one, and you will let me abide with him! O, take me with him! for humanity's sake, take me with him, captain!" These solicitations were repeated in such heart-rending accents, that the gallant captain could not refrain from tears; and knowing that it was impossible to grant her request, without creating much discontent in his own company, he gazed upon them with that feeling, with which a good man ever regards the sufferings he can not alleviate.

11. At this moment a smart young soldier stepped forward, and stood before the captain with his hand to his cap. "And what do you want, my good fellow?" said the officer. "My name is John Carty, please your honor; and I belong to the second battalion." "And what do you want here?" "Only, your honor," said Carty, scratching his head, "that poor man and his wife there, are sorrow hearted at parting, I 'm thinking."

12. "Well, and what then?" "Why, your honor, they

say I'm a likely lad, and I know I am fit for service; and if your honor would only let that poor fellow take my place in Captain Bond's company, and let me take his place in yours, why, your honor would make two poor things happy, and save the life of one of them, I'm thinking."

13. Captain Lodon considered for a few moments, and directing the young Irishman to remain where he was, proceeded to his brother officer's quarters. He soon made arrangements for the exchange of the soldiers, and returned to the place where he had left them. "Well, John Carty," said he, "you go to Bengal with me; and you, Henry Jenkins, remain at home with your wife."

14. "Thank your honor," said John Carty, touching his cap as he walked off. Henry Jenkins and wife were both too much affected with this favorable turn of affairs, to say more than, "God bless you, dear sir, for your kind acceptance of his offer; but we can never repay the gratitude we owe to that generous young man." With these words, they went in search of John Carty.

15. Some years afterward, as two boys were watching the sheep confided to their charge upon a wide heath in the county of Somerset, their attention was attracted by a soldier, who walked along apparently with much fatigue, and at length stopped to rest his weary limbs beside the old finger-post, which at one time pointed out the way to the neighboring villages; but which now afforded no information to the traveler, for age had rendered it useless.

16. The boys were gazing upon him with much curiosity, when he beckoned them toward him, and inquired the way to the village of Eldenby. The eldest, a lad about twelve years of age, pointed to

the path, and asked if he were going to any particular house in the village.

17. "No, my little lad," said the soldier, "but it is on the high road to Frome, where I have friends; but in truth I am very weary, and perhaps I may find in your village some person who may befriend a poor fellow, and look to God for reward." "Sir," said the boy, "my father was a soldier many years ago, and he dearly loves to look upon a red coat; if you will come with me, you may be sure of a welcome."

18. The boys, leaving their flock in charge of their faithful dog, proceeded forward with the soldier toward their home, and in a few minutes reached the gate of a flourishing farm-house, which had all the external tokens of prosperity and happiness.

19. The younger boy running before, gave his parents notice that they had invited a stranger to rest beneath their hospitable roof; and the soldier had just crossed the threshold of the door, when he was received by a joyful cry of recognition from his old friends, Henry Jenkins and his wife; and he was welcomed as a brother to the dwelling of those, who, in all human probability, were indebted to him for their present enviable station.

20. It is only necessary to add further, that John Carty spent his furlough at Eldenby-farm; and that at the expiration of it, his discharge was purchased by his grateful friends. He is now living in their happy dwelling; and his care and exertions have contributed greatly to increase their prosperity.

QUESTIONS. 4. What is said about the soldiers' wives? 5. How was it decided which of them should go? 12. What did the Irishman propose? 13. What did the captain say? 19. When the Irishman returned from Bengal, whom did he find? How should the questions in the 11th and 12th paragraphs be read? Will you point to a comma? semicolon? period? exclamation point? interrogation point?

LESSON XLI.

Spell and define.

1. Chést-nut, the fruit of a tree.
2. Knóck-ed, beat, struck.
3. Pór-cu-pine, (prickly.)
8. Sátch-el, a little sack or bag.
16. At-tént-ive-ly, carefully.
17. Sup-póse, to think.
18. Grád-u-al-ly, by degrees.
23. Prick-les, sharp points.
25. Guárd-ed, protected.
29. Flá-vor, taste, relish.

ERRORS. 1. *Mawning* for *morning*; *long* for *along*; 8. *scols* for *scolds*; 9. *durin* for *during*; 10. *arterward* for *afterward*.

REMARK. This piece may be considered as a kind of specimen, showing how teachers may direct the attention of their pupils to some profitable investigation of various objects and things, with which they are every day conversant.

THE CHESTNUT BUR.

1. ONE fine pleasant morning, in the fall of the year, the master was walking along toward school, and he saw three or four boys under a large chestnut-tree, gathering chestnuts.

2. One of the boys was sitting upon the ground, trying to open some chestnut burs, which he had knocked off from the tree. The burs were green, and he was trying to open them by pounding them with a stone.

3. He was a very impatient boy, and was scolding, in a loud, angry tone, against the burs. He did not see, he said, what in the world chestnuts were made to grow so for. They ought to grow right out in the open air, like apples, and not have such vile porcupine skins on them, just to plague the boys.

4. So saying, he struck with all his might a fine,

large bur, crushed it to pieces, and then jumped up, using at the same time profane and wicked words. As soon as he turned round, he saw the master standing very near him. He felt very much ashamed and afraid, and hung down his head.

5. "Roger," said the master, for this boy's name was Roger, "can you get me a chestnut bur?" Roger looked up for a moment, to see whether the master was in earnest, and then began to look around for a bur.

6. A boy who was standing near the tree, with a cap full of burs in his hand, held out one of them. Roger took the bur and handed it to the master, who quietly put it into his pocket, and walked away without saying a word.

7. As soon as he was gone, the boy with the red cap said to Roger, "I expected the master would have given you a good scolding for talking so."

8. "The master never scolds," said another boy, who was sitting on a log pretty near, with a green satchel in his hand; "but you see if he does not remember it." Roger looked as if he did not know what to think about it. "I wish," said he, "I knew what he is going to do with that bur."

9. That afternoon, when the lessons had all been recited, and it was about time to dismiss the school, the boys put away their books, and the master read a few verses in the Bible, and then offered a prayer, in which he asked God to forgive all the sins which any of them had committed that day, and to take care of them during the night.

10. After this he asked the boys all to sit down. He then took his handkerchief out of his pocket, and

laid it on the desk; and afterward he put his hand into his pocket again, and took out the chestnut bur, and all the boys looked at it.

11. "Boys, said he, do you know what this is?" One of the boys in the back seat, said, in a half whisper, "It is nothing but a chestnut bur." "Lucy," said the master, to a bright-eyed little girl, near him, "what is this?" "It is a chestnut bur, sir," said she.

12. "Do you know what it is for?" "I suppose there are chestnuts in it." "But what is this rough, prickly covering for?" Lucy did not know.

13. "Does any one here know?" said the master. One of the boys said he supposed it was to hold the chestnuts together, and keep them on the tree.

14. "But I heard a boy say," replied the master, "that they ought not to be made to grow so. The nut itself, he thought, ought to hang alone on the branches, without any prickly covering, just as apples do."

15. "But the nuts themselves have no stems to be fastened by," answered the same boy. "That is true, but I suppose this boy thought that God could have made them grow with stems, and that this would have been better than to have them in burs."

16. After a little pause the master said he would explain to them what the chestnut bur was for, and wished them all to listen attentively.

17. "How much of the chestnut is good to eat, William?" asked he, looking at a boy before him. "Only the meat." "How long does it take the meat to grow?" "All summer, I suppose."

18. "Yes; it begins early in the summer, and gradually swells and grows until it has become of full

size, and is ripe in the fall. Now suppose there were a tree out here near the school-house, and the chestnut meats should grow upon it without any shell or covering; suppose, too, that they should taste like good, ripe chestnuts at first, when they were very small. Do you think they would be safe?"

19. William said, "No; the boys would pick and eat them before they had time to grow." "Well, what harm would there be in that? Would it not be as well to have the chestnuts early in the summer, as to have them in the fall?"

20. William hesitated. Another boy, who sat next to him, said, "There would not be so much meat in the chestnuts, if they were eaten before they had time to grow."

21. "Right," said the master, "but would not the boys know this, and so all agree to let the little chestnuts stay, and not eat them while they were small?"

22. William said he thought they would not. If the chestnuts were good, he was afraid they would pick them off and eat them, though they were small. All the rest of the boys in school thought so too.

23. "Here, then," said the master, "is one reason for having prickles around the chestnuts when they are small. But then it is not necessary to have all chestnuts guarded from boys in this way; a great many of the trees are in the woods, which the boys do not see; what good can the burs do in these trees?"

24. The boys hesitated. Presently the boy who had the green satchel under the tree with Roger, who was sitting in one corner of the room, said, "I should think they would keep the squirrels from eating

them. And besides," continued he, after thinking a moment, "I should suppose if the meat of the chestnut had no covering, the rain might wet it and make it rot, or the sun might dry and wither it.

25. "Yes," said the master, "these are very good reasons why the nut should be carefully guarded. First, the meats are packed away in a hard brown shell, which the water can not get through; this keeps it dry, and away from dust, and other things which might injure it.

26. "Then several nuts thus protected, grow closely together, inside of this green prickly covering, which spreads over them, and guards them from the animals which would eat them, and from the boys. When the chestnut gets its full growth and is ripe, this covering you know splits open, and the nuts drop out, and then any body can get them and eat them."

27. The boys were then all satisfied that it was better that chestnuts should grow in burs. "But why," asked one of the boys, "do not apples grow so?" "Can any one answer that question?" asked the master.

28. The boy with the green satchel said, that apples had a smooth, tight skin, which kept out the wet; but he did not see how they were guarded from animals.

29. The master said, "It was by their taste. They are hard and sour before they are full grown, and so the taste is not pleasant, and nobody wants to eat them, except sometimes a few foolish boys, and these are punished by being made sick. When the apples are full grown they change their taste, acquire an agreeable flavor, and become mellow; then they can

be eaten. Can you tell me of any other fruits which are preserved in this way?"

30. One boy answered, "Strawberries and blackberries;" and another said, "Peaches and pears." Another boy asked why the peach stone was not outside the peach, so as to keep it from being eaten. But the master said he would explain this another time. Then he dismissed the scholars, after asking Roger to wait until the rest had gone, as he wished to see him alone.

QUESTIONS. What is the subject of this lesson? 3. What did the boy say about the bur? 8. Did the master scold him? 9. When it was time to dismiss school, what did the master do? Can you repeat what was said?

LESSON XLII.

Spell and define.

2. Cón-stant, firm, fixed.
2. Crys'-tal, clear.
3. Ca-reér-ing, moving rapidly.
4. Nést-ling, a young bird.
4. Un-plúmes, strips off plumes or [feathers.
4. Waft, to bear.

ERRORS. 1. *Spear for sphere;* 2. *is spoured for is poured;* 3. *bear somward for bears onward.*

WHAT IS THAT, MOTHER?

1. WHAT is that, mother?—
The lark, my child.
The morn has but just looked out and smiled,
When he starts from his humble, grassy nest,
And is up and away, with the dew on his breast,
And a hymn in his heart, to yon pure, bright sphere,
To warble it out in his Maker's ear.
Ever, my child, be thy morn's first lays
Tuned, like the lark's, to thy Maker's praise.

2. What is that, mother?—
The dove, my son;
And that low, sweet voice, like a widow's moan,
Is flowing out from her gentle breast,
Constant and pure by that lonely nest,
As the wave is poured from some crystal urn,
For her distant dear one's quick return.
Ever, my son, be thou like the dove,
In friendship as faithful, as constant in love.

3. What is that, mother?—
The eagle, boy,
Proudly careering his course of joy,
Firm on his own mountain vigor relying,
Breasting the dark storm, the red bolt defying;
His wing on the wind, and his eye on the sun,
He swerves not a hair, but bears onward, right on.
Boy, may the eagle's flight ever be thine,
Onward and upward, true to the line.

4. What is that, mother?—
The swan, my love.
He is floating down from his native grove,
No loved one now, no nestling nigh;
He is floating down by himself to die;
Death darkens his eye, and unplumes his wings,
Yet the sweetest song is the last he sings.
Live so, my love, that when death shall come,
Swan-like and sweet, it may waft thee home.

QUESTIONS. 1. In what respect should we imitate the lark? 2. In what the dove? 3. In what the eagle? 4. In what the swan? Will you try to imitate them? What pause is used after *mother*, in the first verse? What does it show?

LESSON XLIII.

Spell and define.

1. At-tend, to go with.
1. Guard-i-an, (protecting.)
2. In'-flu-ence, unseen power.
2. En-dure, to last, or continue.
4. Ban-ish, to drive off.
4. Be-guile, to amuse, or cheat.
5. Ob-scure, to darken.
5. Im-part, to bestow, or grant.

ERRORS. 1. *Safy* for *safily*; 2. *influnce* for *influence*; *tremblin* for *trembling*.

TO A SLEEPING INFANT.

1. SWEET babe, that calm and tranquil brow
Says angel-bands attend thee now,
And watch thy peaceful slumbers;
Their guardian care shall safe defend,
As o'er thy couch they softly bend,
And breathe their tuneful numbers.

2. O could we hear that heavenly strain,
As low it falls, then swells again;
Its influence calm and pure,
Should teach our trembling hopes to rise,
And fix their home above the skies,
Where holy joys endure.

3. Such sounds once broke on mortal ear,
When wondering shepherds bent to hear
The song of heavenly joy;
That song proclaimed good will on earth,
When angels sung a Savior's birth,
His praise their glad employ.

4. Dost thou, sweet babe, their music hear?
And does it banish every fear,
And soothe thy infant breast?
And is it that, which makes thee smile,
As though thou wouldst our griefs beguile,
And charm our cares to rest?

5. Sleep on, dear child, and may thy smiles,
And all thy soft, endearing wiles,
Gladden each parent's heart;
And should dark clouds their path obscure,
May thy fond love, so true, so pure,
The sweetest peace impart.

LESSON XLIV.

Spell and define.

1. En-grâv-er, one who engraves or imprints on wood, stone, &c.
2. Af-flic-tion, (trouble.)
4. Skétch-es, outlines.
6. Créd-it-or, one who credits.
7. Ap'-a-thy, want of feeling.
9. Ti-mid-i-ty, want of courage.
10. Fûr-nish-ed, supplied.
10. Dé-cent, fit, becoming.
10. Ap-pre-hénd, to fear, or understand.

ERRORS. 2. *Picters* for *pictures*; *futur* for *future*; 3. *valuble* for *valuable*; 5. *pouns* for *pounds*; *completed* for *completed*.

DIRECTION. This piece should be read with a conversational tone, and medial movement, according to Rule 3, page 52, which repeat.

THE WIDOW AND HER SON.

1. MRS. LEWIS had called on Mr. Young, an engraver, to make arrangements with him about some drawings done by her deceased husband. Her

son, Ludovico, had been recommended to Mr. Young, by a benevolent quaker, Mr. Gurney.

2. Mr. Young, addressing Mrs. Lewis with that respect which the human mind ever pays to the sacred form of virtue in affliction, however humble its situation in life, said, "In looking over these pictures, I find them in so unfinished a state, as to be worth very little money at this time, and would advise you not to part with them; as I think your son, at some future period, may finish them to advantage."

3. Mrs. Lewis was about to urge her necessities, when, by a motion of his hand, he entreated silence, and then proceeded to say: "This book of sketches is very valuable. I will purchase it myself; that is, if you think your son has no inclination to become an engraver; for if he has such an intention, I think it might be very beneficial to him; and I advise you to keep it for his use, that is, if you are able to afford it."

4. "My poor boy has no chance of gaining the necessary instruction, or he would be most happy to pursue that delightful art. We have, since our residence in London, made many inquiries, but found the terms of an apprenticeship far beyond our power; I will, therefore, most thankfully accept what you may be pleased to give me for these sketches, which must be parted with."

5. "The terms I offer are twenty-five pounds, at this time, and twenty-five more, when the engravings I shall make from them are completed. Do you accept this, Mrs. Lewis, or more, if I can afford it?" "Most thankfully, sir." "Then, madam, here is the money; I pay it to you in small notes, concluding it to be the most convenient."

6. As Mrs. Lewis took up these bills, she was observed by Mr. Gurney to put them in parcels, by which he perceived she was giving to each creditor his due; especially, as when she came to the last, she drew from her pocket the guinea he had given to Ludovico, and two shillings which she put to it; and, having done so, cast a look to heaven, full of devout gratitude, though moistened with a tear of regret, that her sensations of joy were not shared by her departed spouse.

7. Mr. Young was a close observer; he added this trait of honesty to the many he had seen. Twinkling away a tear, but with an air of affected apathy, he told Ludovico to bring him the sketches the next morning, and, shaking hands with Mr. Gurney, retired.

8. "I have placed thee in very good hands," said the latter, when he was gone; "for it may be many days before he regains the money he has advanced for thee. Moreover, friend Young is a most worthy man; and as I shall be absent a short time, I would have thee look to him for counsel in all things." So saying, he arose.

9. The benevolent countenance and generous kindness of this good man, while they excited the warmest gratitude in Ludovico, subdued his general timidity; and pressing up to him with a look of tender earnestness, he said, "O, sir, must you indeed go?"

10. "I must, my child, but not till I have furnished thy mother with the means of providing decent clothing for you all, agreeable to general custom in people of your profession. It is my wish that ye should go into decent mourning, such as ye were

arrayed in yesterday, which I now apprehend was borrowed for the occasion."

11. So saying, he presented Mrs. Lewis with a bank note of twenty pounds, and hastened out of the room, leaving the widow and her son overwhelmed with their feelings.

QUESTIONS. 1. What did Mrs. Lewis offer Mr. Young? 5. What did he give her? 6. What did Mr. Gurney observe? 11. What did he give Mrs. Lewis? How did she feel?

LESSON XLV.

Spell and define.

2. Párch-ment, the skin of a sheep dressed to write on.
2. Ap-préu-tice, one bound out to learn a trade.
3. Per-se-vér-ing, continuing.
4. Gén-ius, talent, ingenuity.
4. Prû-dence, caution, wisdom.
4. Dis-ór-der-ly, (unruly.)
4. Stím-u-lus, that which increases action.
5. In-dént-ure, a writing containing a contract.

ERRORS. 1. *Appinted* for *appointed*; 2. *nex* for *next*; 2. *genus* for *genius*; 4. *wuth* for *worth*; *stimelus* for *stimulus*.

THE WIDOW AND HER SON.—CONCLUDED.

1. TRUE to the moment Mr. Young had appointed for receiving the sketches he had purchased, Ludovico, now handsomely dressed, and with a cheerful countenance, set out for his house. He was shown by the servant into a large dining parlor, at one end of which sat Mrs. Young, who, with a smiling face, pointed to a chair near her, showing him, by a glance of her eye, that Mr. Young was engaged at the other end of the room.

2. Just then, Ludovico perceived a boy, about two years older, but not much taller than himself, take a pen from Mr. Young, who was standing with him and an elderly gentleman, at the sideboard, on which was a parchment, that the young man signed; after which, the former, laying a number of bank notes on the table, said, "There, sir, is the three hundred and fifty pounds due to you, as an apprentice-fee; you will find them all right. My nephew shall come to you next Monday, as we agreed; and I hope you will find him a boy of genius."

3. "I hope to find him diligent, and persevering," said Mr. Young, "in which case I will excuse the genius; for genius has, hitherto, been the plague of my life." "You perfectly astonish me," said the gentleman.

4. "That may be, sir; but if you had had half so much to do with men of genius, without thought, regularity, prudence, or management; boys of genius, who were headstrong, careless, self-willed, idle, and disorderly, as I have had, you would say as I do; that, even in a profession generally supposed to call for extraordinary genius, the qualities I have mentioned are worth the highest praise that can attach to it, ten times over; and, in fact, the highest praise of genius is this, that, in well regulated minds, it becomes, and, in fact is, itself, a stimulus to industry."

5. "You hear all this, Charles," said the uncle; "and I hope you will profit by it." So saying, they departed together. "You have heard all this, likewise; and I hope you believe it," said Mr. Young to Ludovico. "I do, indeed, sir; it is the language of my mother." "Then, perhaps, you would have no

objection to do as that young man has done, sign an indenture, and become my apprentice."

6. "O, sir, I should be most happy! But that gentleman, sir, I saw, yes, I saw him—" "You saw him give me a large sum of money, that I might give his nephew board and instruction for three years; he is seventeen years of age, you are fourteen; now, I will take you for five years, instead of three, for no money; on the consideration that you already possess much knowledge of drawing, and that the same industry, honesty, and affection, which you have displayed toward your parents, will be shown toward me."

7. Ludovico would have assured his generous friend of all he felt; but his heart was too full for utterance; he cast his eye toward Mrs. Young. "I see all you would say, my good boy," said she, "and feel assured that for the first time in my life, I shall have an apprentice in my house whose conduct will be to his own honor and our satisfaction.

8. "Ever preserve, my good boy," said Mr. Young, "that humble confidence in Heaven, that pious observance of religious duties, which now actuates you; and your virtues will strengthen with your years. From this hour we are agreed. I will prepare your indentures, and, on Monday, receive you at my house; so carry the news to your mother, from whom I must then receive you."

QUESTIONS. 1. To whom did Ludovico go? 2. What did he see? Did he become an apprentice? To learn what trade? Relate the remaining circumstances.

LESSON XLVI.

Spell and define.

1. Rev-o-lū-tion, (that war by which we gained our independence.)
2. Vīv-id, lively, active.
4. E-quip-ments, soldiers' apparatus.
5. Dis-plāy-ed, exhibited. [time.
5. Op-por-tū-ni-ty, a fit or convenient
7. Dis-māy, discouragement.
7. Re-flēc-tions, considerations.
8. Vēt-er-ans, old soldiers.
9. E-qua-nim-i-ty, composure.
11. En-gāge-ment, (a battle.)
13. Rēg-u-lars, (British troops.)

ERRORS. 2. *Intrested* for *interested*; 6. *follered* for *followed*; 7. *mesten-house* for *meeting-house*; 8. *vetrans* for *veterans*.

A TRUE STORY OF THE REVOLUTION.

1. Now, Father, said the boys, one evening, as they were seated around the hearth of a New England cottage, will you tell us a story of the Revolution?

2. Willingly, said the old man, as the word Revolution seemed to wake up his mind, to a vivid recollection of the past, and turning his chair partly round, cast his eyes on the boys, and began as follows: My father, said he, then lived in Tewksbury, a small town in Middlesex county, Massachusetts. We were not generally much interested in the news of the day, but the spirit of resistance had then spread to every cottage in the country.

3. The younger men of our village, following the example of others, had formed themselves into military bands, who were obliged, by the terms of their association, to be ready to march at a moment's warning; and were therefore called "minute men."

4. I armed myself with that rifle which you see over the mantel, though it was a weary labor to me to bear it on a march; and this, with a leathern bag for bullets, and a powder-horn, completed my equip-

ments. We relied more on the justice of our cause, not to mention our skill in sharp shooting, than our military discipline, and thence derived courage, which was not a little needed; for the name of "regular" was a very formidable one to every American ear.

5. Having completed our preparations, such as they were, we waited for an opportunity, which the British were expected soon to give us. It was understood that their purpose was to possess themselves of certain military stores at Concord, and a secret arrangement was made with the friends of liberty in Boston, that when they marched out for that purpose, lights should be displayed in certain steeples, to alarm the country.

6. One night in April, after an unusually hard day's labor, we were suddenly started with a sound that shook all the windows of the house. Another followed it, and we said in deep and breathless tones to each other, "It is the signal-gun!"

7. I must confess that my heart beat hard at the sound, and my cheek was cold with dismay; but my father, who was lame, with a wound received in the old French war, encouraged us by his animation. "Now, my boys," said he, "the time has come. Go, and do your best." We had no time for sad reflections, so we ran hastily to the meeting-house, where the rest of our number were already collected, by the light of lanterns.

8. The younger men were gathered in groups round certain veterans, who rejoiced in that opportunity of fighting their battles over again; but the arrival of the Colonel broke up the conference. He came not in pompous state, with his staff of officers around

him, but simply with that sign of authority, the sword, in his hand.

9. He was a man whose equanimity nothing ever disturbed, and I am free to confess, that I heartily envied him, when I heard his quiet tones, calling his men to mind their business; and when they had sufficiently arranged their ranks, saying, "Come, boys, let us go." Along he went, as quietly as if he had followed his plow; but there were hearts among his followers, that were sorely oppressed by the excitement of the scene.

10. We moved on in darkness and silence, on the road to Lexington. As we came near the town, we thought we heard the sound of some unusual motion, and as the day began to dawn, were on the watch to discover, when suddenly, as we turned the base of a hill, martial music burst upon the ear, and the bright colors, and long red files of the British army came full in view.

11. As if by one consent, we all stood still for a time; and I declare to you, that helpless as we were in comparison with such a force, and young as I was for such encounters, the moment I saw what the danger was, I felt at once relieved; and nothing doubting that an engagement must take place, I longed for it to begin.

12. In a few moments we heard the sound of irregular firing, and saw our countrymen dispersing in all directions. Then our senior officer gave orders, not after a military sort, but still the best that could be given on such an occasion, for each man to go into the fields and fight "on his own hook." This was done at once, and with surprising execution.

13. A close fire was poured in on the regulars from all quarters, though not an American was to be seen. They fired passionately and at random, but every moment they saw their best men falling, and found themselves obliged to retreat without revenge.

14. Unused as we were to blood, we felt a triumph when each one of our enemies fell. I received two balls in my clothes, and one passed through my hat, but so engaged was I in firing, that I hardly noticed them at that time. When my powder was gone, I went out on the track of the retreating army, with a high heart and burning cheek, I assure you. The first of the fallen that I saw before me, was a young officer, not older than myself, who had received a wound in his breast, and was lying by the way-side.

15. There was a calm repose in the expression of his features, which I have often seen in those who died with gun-shot wounds; his lips were gently parted, and he seemed like one neither dead nor sleeping, but profoundly wrapped in meditation on distant scenes and friends.

16. I went up to him with the same proud feeling I had maintained throughout the battle; but when I saw him lying there in his beauty, and thought of all the hopes that were crushed by that blow, of those who were dreaming of him as one free from danger, and waiting the happy moment that was to restore him to their arms; and more than all, when I thought that I might have been the cause of all this destruction, my heart relented within me; and I confess to you, that I sat down by that poor youth and wept like a child.

QUESTIONS. 1. What was the old man's story about? 2. Where did he live? 3. What did the young men do? 10. Where did they meet British troops? 12. What followed?

LESSON XLVII.

Spell and define.

1. Sur-roúnd-ed, encompassed.
2. Bréast-work, a wall for defense.
3. Con-fla-grá-tion, a burning.
3. Mús-ter-ed, assembled.
5. Re-doúbt, a little fort in front.
7. In-án-i-mate, lifeless.
8. Mag-nif-i-cence, grandeur.
11. Mít-i-ga-ted, abated.
12. Hós-pi-tal, a house for the sick.
13. Réb-els, a name the British then gave to the Americans.
15. In-tól-er-a-ble, insupportable.

ERRORS. 3. *Souns* for *sounds*; 8. *remainin* for *remaining*; 9. *inemy* for *enemy*; 13. *cusses* for *curses*.

STORY OF THE REVOLUTION.—CONTINUED.

1. As soon as Boston was surrounded by the Americans, we heard that our services were needed; and nothing more was wanted to fill the ranks of the army. I arrived at the camp the evening before the battle of Bunker Hill.

2. Though weary with the march of the day, I went to the hill, upon which our men were throwing up a breastwork in silence, and happened to reach the spot just as the morning was breaking in the sky. It was clear and calm; the sky was like pearl; the mist rolled lightly from the still water, and the large vessels of the enemy lay quiet as the islands. Never shall I forget the earthquake voice with which that silence was broken.

3. A smoke like that of a conflagration, burst from the sides of the ships, and the first thunders of the revolutionary storm broke over our heads. The bells of the city spread the alarm, the lights flashed in a thousand windows, the drums and trumpets mustered their several bands, and the sounds, in their confusion,

seemed like an articulate voice foretelling the strife of that day.

4. We took our places, mechanically, side by side, behind a breastwork, and waited for the struggle to begin. We waited long in silence. There was no noise but of the men at the breastwork, strengthening their rude fortifications. We saw the boats put off from the city, and land the forces on the shore beneath us. Still there was silence, except when the tall figure of our commander moved along our line, directing us not to fire till the word was given.

5. For my part, as I saw those gallant forces march up the hill, in well ordered ranks, with the easy confidence of those who had been led to victory, I was motionless with astonishment and delight. I thought only of their danger, and the steady courage with which they advanced to meet it; the older officers moving with mechanical indifference, the younger with impatient daring. Then a fire blazed along their ranks, but the shot struck in the redoubt, or passed harmlessly over our heads.

6. Not a solitary musket answered, and if you had seen the redoubt, you would have said that some mighty charm had turned all its inmates into stone. But when they had approached so near us that every shot would tell, a single gun from the right was the signal for us to begin; and we poured upon them a fire, under which their columns seemed to reel like some mighty wall which the elements were striving to overthrow.

7. When the smoke passed away, their line appeared as if a scythe of destruction had cut it down;

the place where they had stood being marked with a long line of now inanimate beings.

8. Again they returned to the charge; again they were cut down; and then the heavy masses of smoke from the burning town, added magnificence to the scene. By this time my powder-horn was empty, and most of those around me had but a single charge remaining. It was evident that our post must be abandoned, but I resolved to try them once more. They came upon us with double fury.

9. While engaged in personal conflict with a British officer, the enemy's line had passed me in pursuit of the flying Americans, and thus cut off my retreat; one of their soldiers fired, and the ball entered my side. I fell, and was beaten with muskets on the head until they left me for dead upon the field.

10. When I recovered, the soldiers were employed in burying their dead. An officer inquired if I could walk; but finding me unable, he directed his men to drag me by the feet to their boats, where I was thrown in, fainting with agony, and carried with the rest of the prisoners to Boston. One of my comrades, who saw me fall, returned with the news to my parents.

11. Not having heard any thing more from me, they doubted not but I was slain. They mourned for me as lost, and a rude stone was erected near the grave of my family, in the burying ground, to record the fate of one who was not permitted to sleep with his fathers. But their sorrow was in a degree mitigated by the reflection that one of their number was counted worthy to suffer death in the service of their country.

12. I was carried to the hospital in Boston; and never shall I forget the scene presented in that abode of woe. The rooms were small and crowded; the regulars and provincials were thrown in together, to be visited, that is, looked upon, if by chance they could catch his eye, once a day, by an indifferent physician, who neither understood nor cared for his duty.

13. It was awful to hear the curses poured out by some dying wretch, upon the rebels, who had given him his death wound; but my heart sunk far more at hearing the last words of some of my countrymen, who entreated the surviving to tell their friends that in death they remembered them, and gave up their lives calmly and religiously, as brave men should. One youth of my own age, do I especially remember; his bed was next to mine. One night his gasping informed me that his death was drawing nigh. I rose upon my elbow and looked upon him, as a pale lamp shone upon his features.

14. There was a tear in his eye, and his thoughts appeared to be far away, evidently returning to that home which was never to behold him again. Long time he lay thus, and I remained gazing on him, expecting myself soon to pass through the same change. At last the expression of his countenance altered; he raised his hands and clasped them as if in supplication; his eyes were turned upward, and in that prayer, when sleep had happily sealed the eyes of the blasphemers around him, he gave up his soul to God.

15. When the British were obliged to retire from Boston, I was taken to Halifax, with the rest of the prisoners, in the fleet. I was placed in a prison-ship, but was soon removed to a prison in the town. The

confinement grew intolerable, as my limbs recovered strength; and the prison-door was hardly closed, before I resolved with my companions, that we would not rest until we had made one great effort to escape.

16. Every day we were insulted by the wretches employed to guard us; our food was hardly sufficient to sustain us; we were not permitted to know any thing of the success of our countrymen; and as often as any favor was requested, it was denied with bitter scorn.

17. Our apartment, in which six were confined, resembled a dungeon; but this, though it added to the gloominess of our condition, aided our attempts at escape. I was fortunate enough to find an old bayonet upon the floor, with which I loosened the masonry of the wall. Long and wearily did we labor, relieving each other at the task, and thus keeping constantly at work, night and day, except when the grating of rusty hinges informed us that the turnkey was approaching our room.

18. We had hung up our clothes on the wall where we labored, as soon as we entered the jail; so that it was not suspected to be a screen for our labors. In the course of four long weeks we succeeded in penetrating through the wall, and never did my heart bound with such delight as when I saw the first gleam of a star through the opening. We waited for a night suitable to our purpose; and it seemed as if the elements had conspired against us; for seven days passed, and each night was as clear and as calm as possible.

QUESTIONS. 1. Who surrounded Boston? 1. When did the old man say he arrived there? 1. What battle was he in? 9. What happened to him? 12. Where was he taken? 15. Where next? Relate what followed. What pauses are used in the eighteenth verse? How long a pause does a comma denote? How long a semicolon? How long a period?

LESSON XLVIII.

Spell and define.

2. Sén-try, a soldier on guard.
3. Re-lúct-ance, unwillingness.
5. Strát-a-gem, a trick, or artifice.
7. Ház-ard-ous, dangerous.
8. E-vínc-ed, proved.
9. Ob'-sti-na-cy, willfulness.
9. Ab'-so-lute-ly, positively.
9. Pic-a-roón, a freebooter.
10. Pánn-iers, wicker baskets carried on horses.
17. De-cép-tion, deceit.
20. Párt-ner-ship, company.
21. Ap-pa-rí-tion, a ghost.
24. De-tách-ments, parties sent from [an army.

ERRORS. 2. *Stawm* for *storm*; 3. *treatmunt* for *treatment*; 4. *floatin* for *floating*; *furder* for *further*; *gatherin* for *gathering*.

STORY OF THE REVOLUTION.—CONCLUDED.

1. AT last the night set in dark and stormy. The wind, as it howled from the ocean, and sent the rain rattling against our little window, was music to our ears. We heard the toll of midnight from the bells of the town, and then began our operations. We took the stones of the wall and placed them in the dungeon, removing them silently, one by one. When the passage was opened, we saw it was not very high above ground.

2. We doubted not but the sentry would shelter himself in his box, from the storm; but lest he should discover us, each armed himself with a stone. He was sheltered, as we supposed, but hearing the sound we made in letting ourselves down from the breach, he came toward us. Before he could give his challenge, we threw our stones at the unfortunate man, and heard him sink heavily to the earth, his musket ringing as he fell.

3. Four of our number were strong; but one, with

myself, was infirm from the effects of wounds. They, therefore, at our request, left us behind, though with much apparent reluctance. It was an evil hour for them when they did so; for they were afterward retaken, and committed to prison again, where ill-treatment and depression put an end to their existence before the close of the war.

4. I went with my companion into a swamp about a mile from the town, and we had hardly secured our retreat, and laid ourselves down to rest, when the roar of guns came floating upon the wind, a signal that our escape was discovered. It was followed by the martial sound of the bugle; but near as it was, we could go no further, and could only quietly employ ourselves in gathering boughs of pine, to form a kind of couch and covering.

5. Thus we lay sheltered till the day dawned, listening in no pleasing suspense to the sounds of alarm that reached us from the town. In a few hours the sounds drew near us; we could even see our pursuers as they passed by. A small party employed a stratagem, to draw us from the swamp in which they thought it possible we had taken shelter. Suddenly crying out, "Here they are," they fired into the shrubbery; but though the balls fell all around us, we saw their motions, and were not frightened from our hiding places.

6. We rose at night and went on our way, subsisting upon fruits and berries, together with a little miserable bread which we had saved for this expedition; but we were tortured with hunger, and on passing a barn, my companion secured a fowl, which we ate, raw as it was, with delight. Thus we traveled

for seven days, almost without food, and entirely without shelter; but our strength began to give way. I deliberated with my companion, who was resolute, but still more feeble than myself, and we determined to throw ourselves on the mercy of some passing traveler.

7. This was our only chance of relief; and though it was hazardous, and almost hopeless, we resolved, if we met but one person, we would make ourselves known, and ask his protection. Soon after we had decided on this course, we heard the lingering tramp of a horse, and saw a venerable-looking person, who reminded us of one of our New England farmers, going to market with a tempting load of poultry.

8. I came out of the hedge, and requested him to hear me; but he looked at me in a manner that clearly evinced that he was extremely suspicious of my character and calling; his reply was, "Can't stop," and began with much clamor to urge his beast into a quicker step.

9. But the beast was my friend on this occasion, and absolutely refused to hasten his movements, without some better reason than he saw at that time. I took advantage of his obstinacy to state my condition to the old man, whose countenance changed at once, on hearing my story. "Conscience!" said he, "I thought you no better than a picaroon; but you look almost starved."

10. So saying, he dismounted from his horse, and opening his panniers, he handed me the food he had provided for his journey. This I shared with my companion, who came forward and joined me. "I was going to ask you to ride double," said the

farmer, "but the creature can't carry three; however, wait till I return in the evening, and I will lend you a helping hand."

11. The old gentleman, with much caution, further observed, that he did not know as it was quite right, but he took a notion for the Americans himself, when he heard they were angry about the price of tea. "But at all events," said he, "I can't see how I should help King George, by carrying you back to Halifax, to be hanged, may be, though I would do any thing for the old gentleman in reason."

12. With many cautions and encouragements, he left us. We concealed ourselves through the day, and many suspicions came over us, that our friend might be induced by rewards to give us up to our pursuers. But we did him injustice. At night he came back, and seemed glad to see us, when we made our appearance.

13. "I might have come back before," said he, "but I thought we could work better in the dark." He then dismounted, and directed us, without delay, to mount the horse, while he would walk by its side. For a long time we refused to suffer him, as aged as he was, to encounter such fatigue; but we were really worn out, and at last consented.

14. We went on all that night, the old man keeping up our spirits by his conversation. It was daybreak before he showed any intention of making a permanent halt; but as the morning grew red in the sky, he urged us forward till we stopped under the windows of a solitary farm-house, with its large buildings, not neat as they are in New England, but still indicating thrift and industry in its possessor.

15. He went to what appeared to be a bedroom window, where he knocked with some caution. Forthwith a night-capped head made its appearance, and at once declared its native land by the exclamation, "Law me, what brings you home this time of night?" But the question was answered by a request that she would rise and open the door. It proved to be the old gentleman's help-mate. She immediately commenced preparations for breakfast, without troubling herself much about the character of her husband's guests; he condescended, however, to make some little explanation.

16. When the breakfast was over, which, however, was a work of time, we were invited to spend all that day in rest, after our long and painful journey. In the evening we met again in the huge kitchen, which was the gathering place of the family, who were amused with some feigned account of our character and the object of our visit. When the mixed collection had retired, leaving us with the old man and his wife, we gave him a full account of our adventures, and were happy to find, from his unconcern as to politics, that we were in a place of security.

17. He told us there was much confusion in the town, on account of our escape, and that a reward was offered for our detection; while at the same time detachments of soldiers were sent in pursuit. He himself was strictly examined, and he said he did not feel quite easy in his mind, on account of some deception which he had been obliged to use. "However," said he, "I did not do evil that good may come. I did the good first, and the evil followed." We proposed to leave him that night, but he would by no means

consent to this, and insisted on our remaining with him some time, as he said, to pick up our crums.

18. On the third night we took leave of our Samaritan host, with the deepest emotions of gratitude for his kindness. I always looked on the bright side of human nature; but I never received an impression in its favor so decided and literally reviving, as from the conduct of this humble man. I never saw him nor heard of him again.

19. On parting, he kindly gave us directions to a place where we could take passage for Falmouth, now Portland. We succeeded in reaching it without difficulty, and though we had no money, his recommendation gained us a place in the vessel. I felt relieved when once more upon the waters, and standing gallantly out to sea.

20. From Falmouth we went home on foot. Before I reached my native village, my companion left me. His society had become endeared to me by our partnership in misfortune; and I parted with him in much sorrow. He has ceased, long ago, from the number of the living, but I hope to meet him again. I entered my native village in a clear summer's afternoon; the air was calm, the sky was clear, and there was a stillness like that of the sabbath, through the whole of the place. I remembered hearing the distant bell, and knew that they were assembled for the lecture which preceded the communion service, according to the custom of our fathers.

21. I went to my father's door and entered it softly. My mother was sitting in her usual place by the fireside, though there were green boughs instead of fagots in the chimney before her. When she saw me,

she gave a wild look, grew deadly pale, and making an ineffectual effort to speak to me, fainted away. With much difficulty I restored her; but it was long before I could make her understand, that the supposed apparition was, in truth, her son, whom she had so long mourned for as dead.

22. My little brother had also caught a glimpse of me; and, as might naturally be supposed, was exceedingly alarmed. In his fright he ran to the meeting-house, to give the alarm. When he reached that place, the service had ended, and the congregation were just coming from the doors. Breathless with fear, he gave them his tidings.

23. Having related what he had seen, the whole assembly bent their way toward my father's house; and such was their impatience to arrive at the spot, that minister and deacons, old men and matrons, young men and maidens, quickened their steps to a run.

24. Never was there such a confusion in our village. The young were eloquent in their amazement, and the old put on their spectacles to see the strange being who had thus returned from the dead. I told my story over and over again. As often as I concluded it, new detachments arrived, who insisted on hearing all the particulars in their turn. The house was crowded with visitors till far in the night, when the minister dismissed them, after calling on my parents to unite with him in returning thanks to God, "for this son which was dead and is alive again, which was lost and is found."

QUESTIONS. 1. How did they get out of prison? 2. What did they do to the sentry? 4. Where did they conceal themselves? 7. To whom did they make themselves known? 9. What did he say and do? Tell how they got home, and what the people thought of the man who related this story.

LESSON XLIX.

Spell and define.

Me-thínks, same as "I think."
U-súrp-er, one who seizes without right.
Be-wáre, to take heed to.
Cón-scious-ness, knowledge of what passes in the mind.
Pol-lút-ed, defiled.
Vouch-sáfes, condescends.
Vén-geance, inflicting pain for injury.
In-stinct-ive-ly, by force of instinct.
Fe-ró-cious, fierce, cruel.
Im-pós-si-ble, not possible.

Errors. *Hones* for *honest*; *darst* for *darest*; *fines* for *finds*.

Direction. Before reading this piece, see directions previously given for reading dialogues.

WILLIAM TELL.

Gesler, the tyrant; Sarnem, his officer; and William Tell, a Swiss peasant.

Sar. Down, slave, upon thy knees before the governor,
And beg for mercy.
Ges. Does he hear?
Sar. He does, but braves thy power. [To Tell.] Down, slave,
And ask for life.
Ges. [To Tell.] Why speakest thou not?
Tell. For wonder.
Ges. Wonder?
Tell. Yes, that thou shouldst seem a man!
Ges. What should I seem?
Tell. A monster.
Ges. Ha! Beware! think on thy chains.
Tell. Though they were doubled, and did weigh me down
Prostrate to earth, methinks I could rise up
Erect with nothing but the honest pride

Of telling thee, usurper, to thy teeth,
Thou art a monster. Think on my chains!
How came they on me?

Ges. Darest thou question me?

Tell. Darest thou answer?

Ges. Beware my vengeance.

Tell. Can it more than kill?

Ges. And is not that enough?

Tell. No, not enough;
It can not take away the grace of life,
The comeliness of look that virtue gives,
Its port erect with consciousness of truth,
Its rich attire of honorable deeds,
Its fair report that 's rife on good men's tongues;
It can not lay its hand on these, no more
Than it can pluck his brightness from the sun,
Or with polluted finger tarnish it.

Ges. But it may make thee writhe.

Tell. It may, and I may say,
Go on, though it should make me groan again.

Ges. Whence comest thou?

Tell. From the mountains.

Ges. Canst tell me any news from them?

Tell. Ay; they watch no more the avalanche.

Ges. Why so?

Tell. Because they look for thee. The hurricane
Comes unawares upon them; from its bed
The torrent breaks, and finds them in its track.

Ges. What then?

Tell. They thank kind Providence it is not thou.
Thou hast perverted nature in them. The earth
Presents her fruits to them, and is not thanked.
The harvest sun is constant, and they scarce

Return his smile. Their flocks and herds increase,
And they look on as men who count a loss.
There 's not a blessing Heaven vouchsafes them, but
The thought of thee doth wither to a curse,
As something they must lose, and had far better
Lack.

Ges. 'T is well. I 'd have them as their hills
That never smile, though wanton summer tempt
Them e'er so much.

Tell. But they do sometimes smile.

Ges. Ah! when is that?

Tell. When they do pray for vengeance.

Ges. Dare they pray for that?

Tell. They dare, and they expect it, too.

Ges. From whence?

Tell. From Heaven, and their true hearts.

Ges. [To Sarnem.] Lead in his son. Now will I take
Exquisite vengeance. [To Tell, as the boy enters.] I have
destined him
To die along with thee.

Tell. To die! for what? he 's but a child.

Ges. He 's thine, however.

Tell. He is an only child.

Ges. So much the easier to crush the race.

Tell. He may have a mother.

Ges. So the viper hath,
And yet who spares it for the mother's sake?

Tell. I talk to stone. I 'll talk to it no more.
Come, my boy, I taught thee how to live,
I 'll teach thee how to die.

Ges. But first, I'd see thee make
A trial of thy skill with that same bow.
Thy arrows never miss, 't is said.

Tell. What is the trial?

Ges. Thou lookest upon thy boy as though thou guessest it.

Tell. Look upon my boy! What mean you?
Look upon my boy as though I guessed it!
Guessed the trial thou 'dst have me make!
Guessed it instinctively! Thou dost not mean
No, no—thou wouldst not have me make
A trial of my skill upon my child!
Impossible! I do not guess thy meaning.

Ges. I 'd see thee hit an apple on his head,
Three hundred paces off.

Tell. Great Heaven!

Ges. On this condition only will I spare
His life and thine.

Tell. Ferocious monster! make a father
Murder his own child!

Ges. Dost thou consent?

Tell. With his own hand!
The hand I 've led him when an infant by!
My hands are free from blood, and have no gust
For it, that they should drink my child's.
I 'll not murder my boy for Gesler.

Boy. You will not hit me, father. You 'll be sure
To hit the apple. Will you not save me, father?

Tell. Lead me forth; I 'll make the trial.

Boy. Father——

Tell. Speak not to me;
Let me not hear thy voice. Thou must be dumb;
And so should all things be. Earth should be dumb,
And Heaven, unless its thunder muttered at
The deed, and sent a bolt to stop it.
Give me my bow and quiver.

Ges. When all is ready. Sarnem, measure hence
The distance, three hundred paces.

Tell. Will he do it fairly?

Ges. What is 't to thee, fairly or not?

Tell. [Sarcastically.] O, nothing, a little thing,
A very little thing; I only shoot
At my child!

[Sarnem prepares to measure.]

Tell. Villain, stop! You measure against the sun.

Ges. And what of that?
What matter whether to or from the sun?

Tell. I 'd have it at my back. The sun should shine
Upon the mark, and not on him that shoots;
I will not shoot against the sun.

Ges. Give him his way.

[Sarnem paces and goes out.]

Tell. I should like to see the apple I must hit.

Ges. [Picks out the smallest one.] There, take that.

Tell. You 've picked the smallest one.

Ges. I know I have. Thy skill will be
The greater if thou hittest it.

Tell. [Sarcastically.] True! True! I did not think of that.
I wonder I did not think of that! A larger one
Had given me a chance to save my boy.
Give me my bow. Let me see my quiver.

Ges. [To an attendant.] Give him a single arrow.

[Tell looks at it and breaks it.]

Tell. Let me see my quiver. It is not
One arrow in a dozen I would use
To shoot with at a dove, much less a dove
Like that.

Ges. Show him the quiver.

[Sarnem returns and takes the apple and the boy to place them. While this is doing, Tell conceals an arrow under his garment. He then selects another arrow, and says,]

Tell. Is the boy ready? Keep silence now,
For Heaven's sake, and be my witnesses,
That if his life 's in peril from my hand,
'T is only for the chance of saving it.
For mercy's sake keep motionless and silent.

[He aims and shoots in the direction of the boy. In a moment Sarnem enters with the apple on the arrow's point.]

Sar. The boy is safe.

Tell. [Raising his arms.] Thank Heaven!

[As he raises his arm the concealed arrow falls.]

Ges. [Picking it up.] Unequaled archer! why was this concealed?

Tell. To kill thee, tyrant, had I slain my boy.

QUESTIONS. Who was Gesler? Who was William Tell? What did Gesler order Tell to do? Repeat what each said as far as you can. On what was the apple placed at which Tell was ordered to shoot? Did he kill his son? For what did Tell say he had concealed an arrow?

LESSON L.

Spell and define.

1. Rés-i-dence, place of abode.
1. Ap-pár-ent-ly, in appearance.
2. Be-wil-der-ed, perplexed.
3. Fes-tiv-i-ty, social joy.
4. With-er-ed, faded.
5. E-tér-ni-ty, endless duration.
6. Un-ap-próach-a-ble, not to be approached.

ERRORS. 1. *Eastun* for *eastern*; *shadders* for *shadows*; 3. *busting* for *bursting*; 7. *realum* for *realm*.

THE BROKEN-HEARTED.

1. Two years ago, I took up my residence for a few weeks in a country village in the eastern part of New England. Soon after my arrival, I became

acquainted with a young lady, apparently about seventeen years of age. She had lost the idol of her heart's purest love, and the shadows of deep and holy memories were resting like the wing of death upon her brow.

2. I first met her in the presence of the mirthful. She was, indeed, a creature to be admired; her brow was garlanded by the young year's sweetest flowers; her yellow locks were hanging beautifully and low upon her bosom; and she moved through the crowd with such a floating, unearthly grace, that the bewildered gazer looked almost to see her fade away into the air, like the creation of some pleasant dream. She seemed cheerful and even gay; yet I saw that her gayety was but the mockery of her feelings.

3. She smiled, but there was something in her smile which told that its mournful beauty was but the bright reflection of a tear; and her eyelids at times closed heavily down, as if struggling to repress the tide of agony that was bursting up from her heart's secret urn. She looked as if she could have left the scene of festivity, and gone out beneath the quiet stars, and laid her forehead down upon the fresh green earth, and poured out her stricken soul, gush after gush, till it mingled with the eternal fountain of life and purity.

4. I have lately heard, that the young lady of whom I have spoken, is dead. The close of her life was calm as the falling of a quiet stream; gentle as the sinking of the breeze, that lingers for a time round a bed of withered roses, and then dies as it were from very sweetness.

5. It can not be that earth is man's only abiding

15. He went to what appeared to be a bedroom window, where he knocked with some caution. Forthwith a night-capped head made its appearance, and at once declared its native land by the exclamation, "Law me, what brings you home this time of night?" But the question was answered by a request that she would rise and open the door. It proved to be the old gentleman's help-mate. She immediately commenced preparations for breakfast, without troubling herself much about the character of her husband's guests; he condescended, however, to make some little explanation.

16. When the breakfast was over, which, however, was a work of time, we were invited to spend all that day in rest, after our long and painful journey. In the evening we met again in the huge kitchen, which was the gathering place of the family, who were amused with some feigned account of our character and the object of our visit. When the mixed collection had retired, leaving us with the old man and his wife, we gave him a full account of our adventures, and were happy to find, from his unconcern as to politics, that we were in a place of security.

17. He told us there was much confusion in the town, on account of our escape, and that a reward was offered for our detection; while at the same time detachments of soldiers were sent in pursuit. He himself was strictly examined, and he said he did not feel quite easy in his mind, on account of some deception which he had been obliged to use. "However," said he, "I did not do evil that good may come. I did the good first, and the evil followed." We proposed to leave him that night, but he would by no means

consent to this, and insisted on our remaining with him some time, as he said, to pick up our crums.

18. On the third night we took leave of our Samaritan host, with the deepest emotions of gratitude for his kindness. I always looked on the bright side of human nature; but I never received an impression in its favor so decided and literally reviving, as from the conduct of this humble man. I never saw him nor heard of him again.

19. On parting, he kindly gave us directions to a place where we could take passage for Falmouth, now Portland. We succeeded in reaching it without difficulty, and though we had no money, his recommendation gained us a place in the vessel. I felt relieved when once more upon the waters, and standing gallantly out to sea.

20. From Falmouth we went home on foot. Before I reached my native village, my companion left me. His society had become endeared to me by our partnership in misfortune; and I parted with him in much sorrow. He has ceased, long ago, from the number of the living, but I hope to meet him again. I entered my native village in a clear summer's afternoon; the air was calm, the sky was clear, and there was a stillness like that of the sabbath, through the whole of the place. I remembered hearing the distant bell, and knew that they were assembled for the lecture which preceded the communion service, according to the custom of our fathers.

21. I went to my father's door and entered it softly. My mother was sitting in her usual place by the fireside, though there were green boughs instead of fagots in the chimney before her. When she saw me,

A brighter era to the nations. Hark!
Along the vales and mountains of the earth
There is a deep, portentous murmuring,
Like the swift rush of subterranean streams,
Or like the mingled sounds of earth and air,
When the fierce Tempest, with sonorous wing,
Heaves his deep folds upon the rushing winds,
And hurries onward with his night of clouds
Against the eternal mountains.

4. 'T is the voice
Of infant FREEDOM; and her stirring call
Is heard and answered in a thousand tones
From every hill-top of her Western home;
And lo, it breaks across old Ocean's flood;
And "FREEDOM! FREEDOM!" is the answering shout
Of nations, starting from the spell of years.

5. The day-spring! see, 'tis bright'ning in the heavens!
The watchmen of the night have caught the sign;
From tower to tower the signal-fires flash free,
And the deep watchword, like the rush of seas
That heralds the volcano's bursting flame,
Is sounding o'er the earth.

6. Bright years of hope
And life are on the wing! Yon glorious bow
Of Freedom, bended by the hand of God,
Is spanning Time's dark surges. Its high arch,
A type of love and mercy on the cloud,
Tells that the many storms of human life
Will pass in silence, and the sinking waves,
Gathering the forms of glory and of peace,
Reflect the undimmed brightness of the heavens.

LESSON LII.

Spell and define.

1. Stát-ure, the height.
1. Ob-serv-á-tion, notice.
4. At-tén-tion, act of attending.
4. Fá-mous, very noted.
4. Con-ver-sá-tion, discoursing.
4. Pro-cúre, to obtain.
5. Per-mís-sion, license.
7. Gén-er-ous, liberal.
9. Sim-plíc-i-ty, artlessness.
9. Vág-a-bond, a vagrant.
13. Dis-cré-tion, prudence.
16. Ju-di-cious, prudent.
23. Trans-pórt, to convey.
26. Vóy-a-ges, journeys by sea.

ERRORS. 3. *Arrant* for *errand*; 4. *procure* for *procure*; 5. *industrus* for *industrious*; 8. *emboldund* for *emboldened*; 22. *difficilty* for *difficulty*.

THE LITTLE WOOL MERCHANT.

1. IN a remote part of Ireland there lived an honest, but poor farmer, who had three sons and three little daughters. The youngest of the sons was named Nichols. He was very small in stature, and talked very little; but he had a great deal of good sense, industry, and observation.

2. When he was very young, he began to think that his father was too poor to keep him at home, and that it was his duty to go away and earn his living as soon as possible.

3. One day, when he went to a store to do an errand, he heard some traders in wool speaking of a very beautiful kind, which they brought from a distant county in Ireland, and from which they made a great deal of money.

4. Nichols listened to their talk with great attention, and wished very much that he had a little money to buy some of this famous wool. He did not tell his wishes to his father; but he thought a great

deal of the conversation he had heard, and laid a great many plans to procure money.

5. He was scarcely sixteen years old, when he first asked his father's permission to go from home and earn his own living. His father was very poor, and knowing Nichols to be an honest, industrious boy, he told him he might go, and try to find something to do.

6. Dressed in a suit of strong, coarse clothes, with a great pair of wooden shoes, and a large knotty cane in his hand to defend himself, the little man set out from home, with no other provisions than a small piece of cheese and a loaf of bread.

7. In the county where the sheep were so remarkably fine, he had heard that there was a very rich and very generous man, called the Baron of Baltimore.

8. Emboldened by what he had heard of this gentleman's kindness, Nichols went to his house and asked if he could not employ him for a little while, that he might earn money to buy some wool. The boy seemed so intelligent, and so frank, and showed such a disposition to be industrious, that the Baron was very much pleased with him.

9. From his honest simplicity of manner, and the good sense and modesty of his answers, the gentleman rightly concluded that he was no idle vagabond, or artful knave.

10. It was a strange thing for a boy of his age to undertake such an enterprise, but his appearance was so much in his favor, that the Baron was resolved to trust him with a hundred crowns.

11. Some of his friends laughed at him for taking such a fancy to the boy, and told him he would never see his money again. "I think it doubtful whether

I ever do," replied Lord Baltimore; "but I like the lad's enterprise, and if he be as good a boy as he seems, I am willing to give it to him."

12. Nichols never dreamed of having such a large sum in his hands. His heart came up in his throat with very joy, and it seemed as if he could not find words to express his gratitude to his benefactor.

13. He made his purchases with a great deal of discretion, and, with the wool that he bought, he traveled back to the counties where sheep were very scarce. Here the little merchant found such a demand for wool, that he sold it all immediately for nearly double the money he had given for it.

14. This success gave him new courage; and he resolved to travel back as quickly as possible to buy some more; but first he resolved to visit his good friend, the Baron, that he might tell him of his good fortune, and thank him again for his kindness.

15. "My lord," said he, "that which you had the goodness to give me has nearly doubled. The money I have made is quite sufficient to carry on my little commerce; therefore I beg of you to take back the hundred crowns, with my most sincere thanks; and may my Heavenly Father bless you for your kindness to a poor boy like me."

16. The Baron was so much charmed with the judicious way in which the money had been managed, and with the honest and prompt payment of the debt, that he insisted on making a present of it.

17. "No, no, my lord," replied the young merchant; "keep your money to lend somebody else who needs it. You have helped me to take the first step; and now, if I am prospered, I can get along very

well myself. All the favor I ask, is, that you will allow me to consider you as a friend, and permit me now and then to give you an account of my little fortune."

18. The Baron was charmed with this reply. "Continue to think and act as you now do, my good boy," said he, affectionately placing his hand on the lad's head, "and I promise you, I will always assist you with my advice, and my purse too, if you need it."

19. Nichols could not refrain from tears. He pressed the hand of his benefactor, and kissing it respectfully, he thanked him with all the eloquence of gratitude.

20. As soon as he had bidden his friend farewell, he again set out on his journey. He did not, like a foolish child, spend his money for fine clothes; he wore the same coarse coat, and wooden shoes, he had when he left his father's house.

21. This circumstance, together with his anxiety to pay his debts as quickly as possible, made people willing to trust him; and when he returned to the place where he first bought wool, he found the farmers were willing to let him have more than he could pay for, provided he would promise a speedy return. Nichols accepted their offer, telling them he certainly would come back and pay them if he were living.

22. Though he took a much larger quantity of wool than at first, he found no difficulty in disposing of it; and very few weeks passed before he was able to go back and pay his debts, and purchase more. This honest industry soon gained friends; and far and near, people told the story of the enterprising little wool merchant.

23. He drove his trade so briskly, and was so popular in the country, that it became necessary for him to buy horses and wagons to transport his goods from one place to another.

24. Sometimes, it is true, he met with little difficulties. For instance, the people from whom he bought his wool, hearing how much money he made, refused to sell it as cheap as they had done; and finding he always had ready money, they increased in their demands, until poor Nichols began to fear he should be obliged to give up his trade altogether.

25. His good friend, the Baron, encouraged him under these little troubles, and advised him to go to some more distant counties, where excellent sheep were plenty. The little merchant followed his directions, and soon found that he made money faster than ever.

26. In the midst of success, however, he did not forget that there are some things more valuable than wealth. He set apart some time from business to be devoted to his studies; he hired the best masters in reading, writing, arithmetic, and geography; and bought many interesting and useful books, such as voyages and travels.

QUESTIONS. What is this story about? 5. How old was Nichols? 6. How was he dressed? 8. To whom did he go? 10. What did he get? 13. How much did he gain in buying wool? Tell the rest of the story.

LESSON LIII.

Spell and define.

1. Ad-vén-tur-er, one that tries or hazards.
4. E-vént-ful, full of events.
7. For-lórn, forsaken, lost.
7. Re-spéct-ful, civil, courteous.
15. E-cón-o-mist, one who manages business frugally.
22. Tráf-fic, trading.
26. As-cer-táin-ing, finding out.
27. Ben-e-fác-tor, one that confers a benefit.
30. Néph-ews, sons of a brother or sister.
30. Pór-trait, a likeness.

ERRORS. 1. *Natterally* for *naturally*; 3. *supprize* for *surprise*; 4. *marchant* for *merchant*; *close* for *clothes*.

THE LITTLE WOOL MERCHANT. — CONCLUDED.

1. IN three years our little adventurer acquired more money than his father had seen in his whole life, and he naturally became very anxious to go home and tell his parents his good luck. He had never visited them, nor had they heard one syllable from him since he left them.

2. His father had heard others talk, and he had often talked himself, about the famous little wool merchant; but he never once dreamed it was his own son.

3. Nichols for some time intended to write to his father; but then he thought how grand it would be to go home of a sudden, with handsome presents, and surprise them all with his riches.

4. It was a joyful day for the little merchant when he came within sight of his native town, after such a long and eventful absence. He left his horses, his wagons, and his domestics at a neighboring inn, and having put on the self-same clothes he wore away, (which, by the way, could not be made to fit decently

without considerable ripping, piecing and pulling,) he bent his steps toward his father's dwelling.

5. He opened the kitchen door just as the family were sitting down to supper. One of his brothers remembered his old clothes, and the moment he saw him, he threw himself on his neck, exclaiming, "It is my brother! It is my brother!" "Yes, yes," said one of the girls, jumping and capering, and catching hold of the skirts of his coat, "it is our Nichols!"

6. His mother sprang forward, and the little wanderer sunk on his knees before her. She kissed him again and again; but her voice trembled so that she could not speak for many minutes. "It is indeed our boy," said the father, dashing the tears from his eyes. "He has been gone so long," said the mother, "that I can not find it in my heart to scold at him for not letting us know where he has been. Poor child! he has got on the same old coat that he wore away!"

7. "What have you been doing all this time?" said his father, looking a little displeased at his forlorn appearance. "When you have heard my story, I do not think you will blame me," replied Nichols, in a respectful tone; "but first let me give my brothers and sisters the presents I have brought for them."

8. So saying, he gave his father a purse containing a hundred pieces of gold; one to his mother containing fifty pieces; and one to each of his brothers and sisters, containing twenty-five pieces.

9. The old man blushed and turned pale at the sight of so much money; and thinking Nichols could not have gained it honestly, he cried out in a sorrowful tone, "Ah! my child, what have you done? My wretched boy, is it possible you have turned robber?"

10. "O, my dear father," replied the little merchant, "do not have such a thought as that! After all the good lessons you and my mother gave me, when I was little, do you think it possible for me to do such a wicked thing? When you have heard my story, I do not think you will be ashamed to own me as a son."

11. Then he told how he had gone to Lord Baltimore to get work; how kindly that gentleman had assisted him; how he had bought wool with the money; how he had sold it for double what it cost him; and finally, that he had become rich enough to keep horses, wagons, and a man of his own.

12. "Ah, ha!" shouted his brothers, "you are the little wool merchant, we have heard so much talk about!" "Is it possible?" asked his delighted father, bursting into tears.

13. "Yes, my dear father," replied the happy son. "It is even so; and if you will go to the inn with me, I will prove it by my loaded wagons, and letters from the richest merchants in the country."

14. "And did you always wear these old clothes?" asked one of his sisters.

15. "Not these," replied the little economist; "but some that were full as coarse. Sometimes they used to laugh at me, and say, 'I guess you drive a pitiful trade, Nichols, by the looks of your coat;' but I did not mind them much, for I knew my own business best. Once Lord Baltimore heard them laughing at me, and he told me I had better put off my wooden shoes, and get a more decent coat.

16. "I told him I would do any thing to please him, but that for myself I did not care for any thing

more than comfortable clothing. I told him I should be robbed in the woods and by-roads, if I dressed like a gentleman; that the tavern-keepers would all charge me more, and give me better things to eat and drink than I wanted; and that if I ate, drank and slept like a rich man, I should never become rich.

17. "The Baron said he believed I was right, and told me he had no doubt I should prosper, if I continued my old habits of prudence and industry. So," added Nichols, "I kept on my wooden shoes, and my peasant dress; I carried a mouthful of bacon and a bottle of beer in my knapsack; and I slept in the barn with my horses."

18. "You were wiser than those who laughed at you," said his father; "but after all, my son, I can hardly believe this great story you are telling us."

19. Indeed, it did all seem like a dream to the family, till his horses, his wagons, and his letters were shown them. You may be sure the fortnight Nichols spent at home was a happy one.

20. When, at the end of that time, he told his mother he must leave her, she said it did not seem as if she had seen him a single day; but his father said he should not be urged to stay longer. "He has grown rich by attending to his business," said he; "and that is the way he must keep so."

21. After many a kind and sorrowful farewell, Nichols returned to business again. In process of time he became a rich and celebrated merchant; but the love of money did not, as it sometimes does, destroy all other tastes and affections.

22. Before Nichols was thirty years old, he gave up his profitable traffic to one of his brothers, and

purchased a fine large farm, not far from home, where he spent the remainder of his industrious and useful life. He had given his sisters a good education, and they were all well married, and lived within a day's ride of their father's house.

23. The old folks were happy with their children. When the neighbors talked of what the little wool merchant had done for them, the old lady would smile and say, "Why, to be sure, we are comfortable and happy; how can we be otherwise, when we have such good children?" And Nichols would answer, "How could we be otherwise than good, when we have such a good mother?"

24. I suppose some of my young readers will want to hear more about Lord Baltimore. He removed to London, about the time Nichols made his visit at home, and his young friend did not see him for several years.

25. He could not, however, endure the thought of looking upon the good old gentleman no more before his death; and when he quitted business, he made a journey to London, on purpose to thank him again for all he had done for him.

26. He found no difficulty in ascertaining the residence of his friend; and he found, as he expected, a most affectionate welcome. The Baron observed that Nichols carried a wooden box under his arm; and as soon as the first kind inquiries were over, he asked what it contained. "It is a present I have brought for you," said the young merchant.

27. When opened, it was found to contain a small portrait of the little peasant, with his coarse coat, his wooden shoes, and his knotty cane, just as

he first presented himself before his generous benefactor.

28. "My kind friend," said he, "all I have in the world I owe to you. If Providence had not raised me up such a friend, I should have been nothing, and should have had nothing.

29. "The picture is not worth much, for I thought it most proper to set it in a plain, wooden frame; but when people ask you why you have it in your house, tell them, I pray you, that it is a poor little peasant boy, who came to you a beggar, and who, by means of your kindness and counsel, came at last to ride in his carriage."

30. The old gentleman was affected to tears. "I shall teach my nephews," said he, "that it is more valuable than the portrait of an emperor, cased in gold; for it is the exact likeness of one who deserved good luck for his honesty and intelligence, his modesty and gratitude."

31. The Baron and his young friend often exchanged letters; and many a kind token of remembrance found its way to London from the Irish farm. Lord Baltimore died of a good old age. When his nephews talked to their sons about their great uncle, they often used to point to the portrait, and repeat the story of his kindness to the little wool merchant.

QUESTIONS. 1. Did Nichols go home? 2. Had his father heard from him? 2. What was he called about the country? 8. What presents did he make his father, mother, brothers and sisters? 22. Now tell where Nichols lived and what he did. What pauses in the 9th paragraph? What does each denote?

LESSON LIV.

Spell and define.

1. As-sist-ance, aid, help.
1. Pér-ish-ed, (died.)
2. Pér-ils, dangers.
2. Sur-viv-ed, outlived.
2. Wráp-ped, folded.
3. Dréar-y, dismal.
3. Chéer-less, comfortless.
4. Ac'-cents, (language.)

Errors. 2. *Rept* for *wrapped*; 3. *mountane* for *mountain*; 4. *wins* for *winds*; 4. *drifs* for *drifts*.

Direction. This piece should be read with a moderate movement, and plaintive tone of voice.

THE SNOW-STORM.

1. In the month of December, 1821, a Mr. Blake, with his wife and infant, was passing over the Green Mountains, near the town of Arlington, Vermont, in a sleigh with one horse. The drifting snow rendered it impossible for the horse to proceed. Mr. Blake set off on foot in search of assistance, and perished in the storm before he could reach a human dwelling.

2. The mother, alarmed, as is supposed, at his long absence, went in quest of him, with the infant in her arms. She was found, in the morning, dead, a short distance from the sleigh. The child was wrapped in her cloak, and survived the perils of the cold and the storm.

3. The cold winds swept the mountain's height,
And pathless was the dreary wild,
And, 'mid the cheerless hours of night,
A mother wandered with her child.
As through the drifted snow she pressed,
The babe was sleeping on her breast.

4. And colder still the winds did blow,
   And darker hours of night came on,
   And deeper grew the drifts of snow;
   Her limbs were chilled, her strength was gone;
   O God, she cried, in accents wild,
   If I must perish, save my child!

5. She stripped her mantle from her breast,
   And bared her bosom to the storm,
   And round the child she wrapped the vest,
   And smiled to think her babe was warm;
   With one cold kiss, one tear she shed,
   And sunk upon a snowy bed.

6. At dawn a traveler passed by,
   She lay beneath a snowy veil,
   The frost of death was in her eye,
   Her cheek was cold, and hard, and pale;
   He moved the robe from off the child,
   The babe looked up and sweetly smiled.

QUESTIONS. What is this lesson about? 1. Where did it happen? 6. How were the mother and child found? 6. Was the child dead?

LESSON LV.

Spell and define.

1. Fa-mil-iar, well acquainted with.
1. As-sért, to maintain.
1. Af-fec-tion, love, fondness.
2. Thróng-ed, crowded together.
2. An'-cient, of old times.
2. Re-lént-less, unpitying.
2. Gráve-yard, place of burial.
3. Re-mém-ber-ed, called to mind.

ERRORS. 2. *Lingring* for *lingering*; 3. *faums* for *forms*; 3. *memry* for *memory*; 4. *jine* for *join*.

THE FAMILY MEETING.

1. We are all here!
Father, mother,
Sister, brother,
All who hold each other dear;
Each chair is filled; we 're all at home;
To-night let no cold stranger come.
It is not often thus around
Our old familiar hearth we 're found;
Bless, then, the meeting and the spot;
For once be every care forgot;
Let gentle peace assert her power,
And kind affection rule the hour.
We 're all, all here!

2. We 're not all here!
Some are away; the dead ones dear,
Who thronged with us this ancient hearth,
And gave the hour to guileless mirth.
Death, with stern, relentless hand,
Looked in and thinned our little band;
Some like a night-flash passed away,

And some sunk, lingering day by day;
The quiet graveyard—some lie there,
And cruel ocean has his share;
We 're not all here.

3. We are all here!
Even they, the dead, though dead, so dear;
Fond memory, to her duty true,
Brings back their faded forms to view.
How life-like, through the mist of years,
Each well-remembered face appears!
We see them as in times long past;
From each to each kind looks are cast;
We hear their words, their smiles behold;
They 're round us as they were of old;
We are all here.

4. We are all here!
Father, mother,
Sister, brother,
You that I love with love so dear,
This may not long of us be said.
Soon must we join the gathered dead,
And by the hearth we now sit round,
Some other circle will be found.
Oh, then, that wisdom may we know,
That yields a life of peace below;
So, in the world to follow this,
May each repeat, in words of bliss,
We 're all, all here!

LESSON LVI.

Spell and define.

1. Ed-i-fi-cá-tion, instruction.
1. Im-pér-ti-nent, not pertinent, or pertaining to.
2. Rec-ol-léc-tion, remembrance.
2. Ar-rést-ed, seized, stayed.
2. De-líb-er-ate-ly, cautiously.
2. In-dig-ni-ty, insult, contempt.
3. Un-der-wént, (passed through.)
3. Ap-pre-hén-sions, fears.
3. Fóur-score, eighty.
4. Dis-tráct-ed, deranged.
5. Póst-ing, hastening.
6. In-súf-fer-a-bly, beyond endurance.
8. Un-mo-lést-ed, not disturbed.

Errors. 1. *Hully* for *wholly;* 3. *curis* for *curious;* 3. *fortin* for *fortune;* 5. *urgunt* for *urgent;* 5. *ginerally* for *generally;* 7. *hombly* for *homely;* 12. *winder-shetters* for *window-shutters.*

A LEAF FROM THE LIFE OF A LOOKING-GLASS.

A FABLE.

1. It being very much the custom, as I am informed, even for obscure individuals to furnish some account of themselves, for the edification of the public, I hope I shall not be deemed impertinent for calling your attention to a few particulars of my own history. I can not, indeed, boast of any very extraordinary incidents; but having, during the course of a long life, had much leisure and opportunity for observation, and being naturally of a reflecting cast, I thought it might be in my power to offer some remarks that may not be wholly unprofitable to your readers.

2. My earliest recollection is that of a carver and gilder's workshop, where I remained for many months, leaning with my face to the wall; and, having never known any livelier scene, I was very well contented with my quiet condition. The first object, that I remember to have arrested my attention, was, what I now believe must have been a large spider, which,

after a vast deal of scampering about, began, very deliberately, to weave a curious web all over my face. This afforded me great amusement, and, not then knowing what far lovelier objects were destined to meet my gaze, I did not resent the indignity.

3. At length, when little dreaming of any change of fortune, I felt myself suddenly removed from my station; and immediately afterward, underwent a curious operation, which at the time gave me considerable apprehensions for my safety; but these were succeeded by pleasure, upon finding myself arrayed in a broad black frame, handsomely carved and gilt; for you will please to observe, that the period of which I am now speaking was upward of fourscore years ago.

4. This process being finished, I was presently placed in the shop window, with my face to the street, which was one of the most public in the city. Here my attention was first distracted by the constant succession of objects that passed before me. But it was not long before I began to remark the considerable degree of attention I myself excited; and how much I was distinguished, in this respect, from the other articles, my neighbors, in the shop window.

5. I observed that passengers who appeared to be posting away upon urgent business, would often just turn and give me a friendly glance as they passed. But I was particularly gratified to observe, that, while the old, the shabby, and the wretched, seldom took any notice of me, the young, the gay, and the handsome, generally paid me this compliment; and that these good-looking people always seemed the best pleased with me; which I attributed to their superior discernment.

6. I well remember one young lady, who used to pass my master's shop regularly every morning in her way to school, and who never omitted to turn her head to look at me as she went by; so that, at last, we became well acquainted with each other. I must confess, that, at this period of my life, I was in great danger of becoming insufferably vain, from the regards that were then paid me; and, perhaps, I am not the only individual who has formed mistaken notions of the attentions he receives in society.

7. My vanity, however, received a considerable check from one circumstance: nearly all the goods by which I was surrounded in the shop window, though, many of them, much more homely in their structure, and humble in their destinations, were disposed of sooner than myself. I had the mortification of seeing one after another bargained for and sent away, while I remained, month after month, without a purchaser.

8. At last, a gentleman and lady, from the country, who had been standing some time in the street, inspecting, and, as I perceived, talking about me, walked into the shop; and, after some conversation with my master, agreed to purchase me; upon which I was packed up and sent off. I was very curious, you may suppose, upon arriving at my new quarters, to see what kind of life I was likely to lead. I remained, however, some time unmolested in my packing-case; and very flat I felt there.

9. Upon being, at last, unpacked, I found myself in the hall of a large, lone house in the country. My master and mistress, I soon learned, were new-married people, just setting up house-keeping; and I was intended to decorate their best parlor, to which I

was presently conveyed, and, after some little discussion between them in fixing my longitude and latitude, I was hung up opposite the fireplace, in an angle of ten degrees from the wall, according to the fashion of those times.

10. And there I hung, year after year, almost in perpetual solitude. My master and mistress were sober, regular, old-fashioned people; they saw no company except at fair time and Christmas-day; on which occasions only, they occupied the best parlor. My countenance used to brighten up, when I saw the annual fire kindled in that ample grate, and when a cheerful circle of country cousins assembled round it. At those times I always got a little notice from the young folks; but those festivities over, I was condemned to another half-year of complete loneliness.

11. How familiar to my recollection, at this hour, is that large, old-fashioned parlor! I can remember, as well as if I had seen them but yesterday, the noble flowers on the crimson damask chair-covers and window-curtains; and those curiously carved tables and chairs. I could describe every one of the stories on the Dutch tiles that surrounded the grate; the rich China ornaments on the wide mantel-piece; and the pattern of the paper-hangings, which consisted alternately of a parrot, a poppy, and a shepherdess,—a parrot, a poppy, and a shepherdess.

12. The room being so little used, the window-shutters were rarely opened; but there were three holes cut in each, in the shape of a heart, through which, day after day, and year after year, I used to watch the long, dim, dusty sunbeams streaming across the dark parlor. I should mention, however,

that I seldom missed a short visit from my master and mistress on Sunday morning, when they came down stairs, ready dressed for church.

13. I can remember how my mistress used to trot in upon her high-heeled shoes; unfold a leaf of one of the shutters; then come and stand straight before me; then turn half round to the right and left; never failing to see if the corner of her well-starched handkerchief was pinned exactly in the middle. I think I can see her now, in her favorite, dove-colored lustring, which she wore every Sunday in every summer for seven years at the least, and her long, full ruffles, and worked apron. Then followed my good master, who, though his visit was somewhat shorter, never failed to come and settle his Sunday wig before me.

14. Time rolled away; and my master and mistress, with all that appertained to them, insensibly suffered from its influence. When I first knew them, they were a young, blooming couple as you would wish to see; but I gradually perceived an alteration. My mistress began to stoop a little; and my master got a cough, which troubled him more or less to the end of his days.

15. At first, and for many years, my mistress' foot upon the stairs was light and nimble, and she would come in as blithe and as brisk as a lark; but at last it was a slow, heavy step; and even my master's began to totter. And, in these respects, every thing else kept pace with them; the crimson damask, that I remembered so fresh and bright, was now faded and worn; the dark polished mahogany was, in some places, worm-eaten; the parrot's gay plumage on the

walls grew dull; and I myself, though long unconscious of it, partook of the universal decay.

16. The dissipated taste I acquired upon my first introduction to society, had long since subsided; and the quiet, sober life I led, gave me a grave, meditative turn. The change which I witnessed in all things around me, caused me to reflect much on their vanity; and when, upon the occasions before mentioned, I used to see the gay, blooming faces of the young saluting me with so much complacency, I would fain have admonished them of the alteration they must soon undergo, and have told them, how certainly their bloom also, must fade away as a flower. But, alas! you know, sir, looking-glasses can only reflect.

QUESTIONS. Of what is this the supposed history? 2. What was the first object remembered? 5. Who looked at the glass as they passed by? 9. Where was it taken and placed? Tell the rest of the history. Is this a kind of fable? Can a looking-glass reflect?

LESSON LVII.

Spell and define.

1. De-vóte, to set apart.
1. Rec-re-á-tion, amusement.
3. Cul-ti-vá-tion, improvement.
4. A-wáre, apprised of.
4. Ju-dí-cious, prudent.
4. Ag'-gre-gate, the whole.
4. Séc-tion, a part, or division.
5. Em'-i-nent, exalted, high.
5. Con-spic-u-ous, open to view.
6. In-dóm-i-ta-ble, unconquerable.
7. An-tiq-ui-ty, olden time.
9. Arch'-i-tect-ure, the art of building.

ERRORS. 1. *Chuze* for *choose*; 4. *valuble* for *valuable*; 7. *greates* for *greatest*; 9. *agriculter* for *agriculture*.

EMPLOYMENT OF WINTER EVENINGS BY THE YOUNG.

1. DURING the winter season, most of the youth of our land, particularly those of the country, have the evening at their own disposal, to devote to amusement, recreation, or whatever pursuit they choose.

2. We now speak of those who are employed in some active or necessary pursuit, during the day, and to whom evening brings their only leisure; for the youth who has not some such employment, or who does not seek it, is not the one to be benefited by any thing that may be said on the improvement of his leisure hours.

3. We therefore address our remarks to the industrious youth of our country, who are trained to useful and laudable pursuits. Such young men will hail the long evenings of this season with delight, and bless the glad hours which they may devote, uninterruptedly, to the cultivation of their minds.

4. Few young men are at all aware of the amount of valuable knowledge, of which they might become the masters and possessors, by a careful and judicious improvement of the leisure afforded by the evenings of a single winter; and when we add to this, the acquisition of ten or fifteen winters, the aggregate amount of what a youth of common capacity might attain, would make him a learned man in any section of the Union.

5. Many who rendered themselves eminent and useful in their day—the Franklins, the Shermans, the Rittenhouses, and the Bowditches of our own country—the Watts, the Fergusons, and the Simpsons of England, names conspicuous in the list of benefactors of their species, made themselves what they were by a diligent use of less leisure time than falls to the lot of four-fifths of the young men of the United States.

6. The greatest men of every age have, in general, been self-taught and self-made. They have risen from obscurity, and struggled with adverse circumstances. A diligent use of their time, a habit of studying and laboring while others slept or played, a

steady perseverance, and an indomitable energy, gave them their attainments and their eminence.

7. Cicero, by far the most learned man of all antiquity, as well as the greatest orator of Rome, lets us at once into the secret of all his vast and varied learning, when he tells us that the time which others gave to feasts, and dice, and sports, he devoted to patient study.

8. It matters not what may be a young man's intended pursuit in life; he can not choose any, for which reading and study during his leisure hours, will not the better qualify him.

9. If he is to be a farmer, let him read books and treatises on agriculture; if he is to be a mechanic, let him study the mathematics and the works on mechanism and architecture; if he is to be a merchant, let him become familiar with the principles of political economy, the statistics of trade, and the history, of commerce; and finally, if he is to be an American citizen, one of the millions to whom is to be intrusted the rich heritage of civil and religious liberty bequeathed to us by our fathers, let him study well the history, the constitution, and the institutions of the United States, and let him contemplate frequently the lives and characters of those who wrought out and framed our liberties.

10. Nor is the knowledge to be thus acquired the only inducement for a young man to devote the hours of his leisure to reading and study. The pleasure to be found in such pursuits is as much superior to that transient and giddy excitement attendant merely on the gayer amusements, as it is purer, more elegant, and more refined.

11. The young man, too, who accustoms his mind to find pleasure and gratification in reading and study, can never want for society; for he creates around him a society of which he can never be deprived; a society which will never weary of his presence, which has nothing cold, or artificial, or false; a society composed of the very elect of the earth, the master minds of all ages and all countries. With them he can retire into his library, to spend a leisure hour, whenever opportunity occurs, certain of finding them ever ready to delight and instruct.

QUESTIONS. 1. Who have most of the winter evenings at their own disposal? 3. How should those evenings be spent? 5. Who are named as making themselves conspicuous by a proper use of leisure time? 7. What is said of Cicero? How many in the class will adopt this course of improvement?

LESSON LVIII.

Spell and define.

1. Ed-u-cá-tion, instruction, mental and physical discipline.
2. Dis-tin-guish-ed, eminent or noted.
5. Ac-cóm-plish-ments, ornamental acquirements.
6. Ob-scúre, (secluded.)
6. Phi-lós-o-pher, a lover of wisdom, or skilled in science.
7. O-ver-whélm, to immerse, crush.
9. Stúb-born, willful, obstinate.
11. Ap-prén-tice, one bound to learn a trade.
11. Sci-ence, knowledge.

ERRORS. 1. *Edecation* for *education*; 1. *expex* for *expects*; 2. *indolunt* for *indolent*; 5. *futer* for *future*.

DIRECTION. The learner may tell which questions in this lesson are direct, and which indirect; and with what inflection each should be read. See Inflection, p. 31, and Rule I.; also p. 34, Rule II.

EDUCATION.

1. WHAT is a good education? We hear much about it. Who will tell us what it is? Every child in

school expects to obtain it. But it is necessary that they should know what it means.

2. Is it to get lessons well, and to excel in every study? This is a part, but not all. Some make great progress for a time, and then become indolent. Others are distinguished while they go to school; but when they leave it, cease to improve.

3. Is it a knowledge of books? Yes, and something more. It is possible to possess learning, and be ignorant of necessary things. There was a lady who read many books, and yet did not know if her dress was in a proper condition, and could not always find her way home when she went abroad.

4. Is it to cultivate the intellect? This is not enough. It must also strengthen the moral principles, and regulate the affections. It must fit us for the peculiar duties that devolve upon us. It must keep in just balance, and bring forth to healthful action, all the powers that the Creator has given us.

5. A good education is that which prepares us for our future sphere of action. A warrior, or a statesman, requires a different kind of training from a mother, or the instructress of a school. A lady who has many accomplishments, yet is deficient in the science of housekeeping, has not been well educated.

6. A good education makes us contented with our lot. This, an ancient philosopher said, was what made him happy in an obscure abode; and when he was alone, talked with him. A restless and complaining temper proves a bad education.

7. A good education is a fortune in itself. I do not mean that it will always secure wealth. But it brings something better than the gold that perishes.

For this may be suddenly lost. Fire may consume it. Water may overwhelm it. The tempest may destroy it. The thief may take it away.

8. But that knowledge which enriches the mind, which moderates its desires, which teaches to make a right use of time, and to promote the happiness of others, is superior to the elements. Fire, air, earth, and water, have no power over it. It can rule them as servants. It fears neither rust nor robber. It walks with us into the vale of years, and does not leave us till we die.

9. What a great evil is ignorance! We can see this by the state of those countries where it prevails. The history of past times will show us how miserable were their inhabitants; how unfit to judge for themselves; how stubborn in wickedness; how low in their pleasures; how ready to be the prey of the designing.

10. Look at the man who can neither read nor write. How confused are his ideas! How narrow his conceptions! How fixed his prejudices! How dependent is he on others to convey his sentiments, and to interpret their own! How liable to mistakes! How incapable of forming just and liberal opinions! Ignorance has been truly called the mother of error.

11. A good education is another name for happiness. We all desire to be happy, and should be willing to take pains to learn how. He who wishes to acquire a trade or a profession, to build a house, or to cultivate a farm, or to guide a vessel over the sea, must expect to work as an apprentice, or to study as a scholar. Shall we not devote time and toil, to learn how to be happy? It is a science which the youngest

child may begin, and the wisest man is never weary of. If we attain the knowledge of many languages, and the fame of great learning, yet fail in that which makes the heart and the life good, our knowledge is but "sounding brass, and a tinkling cymbal."

QUESTIONS. 4. What does education mean? 5. What does a good education prepare us for? 9. What is said of ignorance? Name some of the benefits of an education.

LESSON LIX.

Spell and define.

1. Pro-dúc-tive, producing, or yielding.
2. Un-cúl-ti-va-ted, unimproved, or untilled.
4. Con-clúde, to decide or form a judgment.
5. Pói-son-ous, destructive.
5. Préj-u-dice, prejudgment or bias of mind.
9. Prós-per-ous, successful.
10. Cáp-i-tal, principal sum or stock in trade.
11. Em-plóy-ed, occupied.

ERRORS. 8. *Govermunt* for *government*; 9. *industrus* for *industrious*; 11. *temprate* for *temperate*.

DIRECTION. Before reading this piece, see the direction and reference at the head of the preceding lesson.

NATIONAL EDUCATION.

1. How is a nation to grow rich and powerful? Every one will answer, "By cultivating and making productive what nature has given them." So long as their lands remain uncultivated, no matter how rich by nature, they are still no source of wealth; but when they bestow labor upon them, and begin to plow and sow the fertile earth, they then become a source of profit.

2. Now, is it not precisely the same case with the natural powers of mind? So long as they remain uncultivated, are they not valueless? Nature gives, it is true, to the mind, talent, but she does not give learning or skill; just as she gives to the soil fertility, but not wheat or corn. In both cases the labor of man must make them productive.

3. Now, this labor applied to the mind, is what we call education, a word derived from the Latin, which means the educing or bringing forth the hidden powers of that to which it is applied. In the same sense also we use the word cultivation. We say, "cultivate the mind," just as we say, "cultivate the soil."

4. From all this we conclude that a nation has two natural sources of wealth; one, the soil of the nation, and the other, the mind of the nation. So long as these remain uncultivated, they add little or nothing to wealth or power.

5. Agriculture makes the one productive, education the other. Brought under cultivation, the soil brings forth wheat, and corn, and good grass, while the weeds, and briers, and poisonous plants, are all rooted out; so mind, brought under cultivation, brings forth skill, and learning, and sound knowledge and good principles; while ignorance, and prejudice, and bad passions, and evil habits, which are the weeds, and briers, and poisonous plants of the mind, are rooted out and destroyed.

6. An ignorant man, therefore, adds little or nothing to the wealth of the country; an educated man adds a great deal; an ignorant man is worth little in the market; his wages are low because he

has got no knowledge or skill to sell. Thus in a woolen factory, a skillful workman may get ten or fifteen dollars a week, while an unskilled workman must be content with two or three dollars.

7. In a store or counting-house, one clerk gets a thousand dollar salary, because he understands book-keeping or the value of goods, while another, who is ignorant, gets nothing but his board.

8. We see this difference, too, when we look at nations. Thus, China has ten times as many inhabitants as England, but England has a hundred times as much skill; therefore England is the more powerful of the two, and frightens the government of China by a single ship of war.

9. Thus, too, among the nations of Europe, Prussia is more powerful and prosperous than any other of the same size on the continent, because all her people are educated; and that education is a Christian one, making them moral and industrious, as well as skillful.

10. If, then, the education of a people be necessary to the prosperity of the nation, it is the duty of the government or nation to provide for it; that is, to see that no child grows up in ignorance or vice, because that is wasting the productive capital of the country.

11. This education, too, should be a Christian education, in order that children when they grow up, should be honest, faithful, and temperate; for if a man be a liar or a drunkard, his knowledge and skill is worth little to the country, because he will be neither trusted nor employed.

LESSON LX.

Spell and define.

Ex-plóits, deeds or acts.
Plún-der-er, a robber.
As-sás-sin, one who kills by secret assault.
De-tést, to hate, to abhor.
Re-próach-es, censure, reproof.
Sóv-er-eign, (a monarch.)
Ráv-ag-ing, laying waste.
In-sá-tia-ble, that can not be satisfied.
Hám-lets, small villages.
Sub-vért-ed, overthrown, destroyed.

Errors. *Silunce* for *silence*; *hunderd* for *hundred*; *difrunce* for *difference*; *uppressed* for *oppressed*; *bleve* for *believe*.

THE TWO ROBBERS.

Alexander — Robber.

Alexander. What! art thou that Thracian robber, of whose exploits I have heard so much?

Robber. I am a Thracian, and a soldier.

Alexander. A soldier!—a thief, a plunderer, an assassin! the pest of the country! I could honor thy courage, but I must detest and punish thy crimes.

Robber. What have I done of which you can complain?

Alexander. Hast thou not set at defiance my authority, violated the public peace, and passed thy life in injuring the persons and properties of thy fellow subjects?

Robber. Alexander, I am your captive. I must hear what you please to say, and endure what you please to inflict. But my soul is unconquered; and if I reply at all to your reproaches, I will reply like a free man.

Alexander. Speak freely. Far be it from me to take the advantage of my power, to silence those with whom I deign to converse.

Robber. I must then answer your question by another. How have you passed your life?

Alexander. Like a hero. Ask Fame, and she will tell you. Among the brave, I have been the bravest; among sovereigns, the noblest; among conquerors, the mightiest.

Robber. And does not Fame speak of me, too? Was there ever a bolder captain of a more valiant band? Was there ever—but I scorn to boast. You yourself know that I have not been easily subdued.

Alexander. Still, what are you but a robber, a base, dishonest robber?

Robber. And what is a conqueror? Have not you, too, gone about the earth like an evil genius, blasting the fair fruits of peace and industry; plundering, ravaging, killing, without law, without justice, merely to gratify an insatiable lust for dominion? All that I have done to a single district, with a hundred followers, you have done to whole nations with a hundred thousand.

If I have stripped individuals, you have ruined kings and princes. If I have burned a few hamlets, you have desolated the most flourishing kingdoms and cities of the earth. What is then the difference, but that, as you were born a king, and I a private man, you have been able to become a mightier robber than I?

Alexander. But if I have taken like a king, I have given like a king. If I have subverted empires, I have founded greater. I have cherished arts, commerce, and philosophy.

Robber. I, too, have freely given to the poor what I took from the rich. I have established order and discipline among the most ferocious of mankind, and have stretched out my protecting arm over the

oppressed. I know, indeed, little of the philosophy you talk of; but I believe neither you nor I, shall ever atone to the world for the mischief we have done it.

Alexander. Leave me; take off his chains, and use him well. Are we then so much alike? Alexander like a robber? Let me reflect.

QUESTIONS. What Alexander is here spoken of? What had he done? Was he really a robber?

LESSON LXI.

Spell and define.

1. Gen-er-á-tions, families.
2. In'-di-gent, poor.
3. Ob'-se-quies, funeral rites.
3. Séx-ton, one who has the care of a church, digs graves, &c.
9. Prés-gang, men who impress others into the naval service.
10. E-má-cia-ted, very lean or thin.
13. Pomp, exterior show.
13. Món-u-ment, a memorial.

ERRORS. 6. *Beyund* for *beyond*; 6. *accidentul* for *accidental*; 8. *comfortubly* for *comfortably*; 10. *ghasly* for *ghastly*.

DIRECTION. Before reading this piece, see Rule I, under Modulation, page 48.

THE WIDOW AND HER SON.

1. DURING my residence in the country, I used frequently to attend at the old village church, which stood in a country filled with ancient families, and contained within its cold and silent aisles, the congregated dust of many noble generations.

2. I was seated there, one still, sunny morning, watching two laborers who were digging a grave. They had chosen one of the most remote and neglected corners of the church-yard; where, from the

number of nameless graves around, it would appear that the indigent and friendless were huddled into the earth. I was told that the new-made grave was for the only son of a poor widow.

3. While I was meditating on the distinctions of worldly rank, which extend thus down into the very dust, the toll of the bell announced the approach of the funeral. They were the obsequies of poverty, with which pride had nothing to do. A coffin of the plainest materials, without pall or other covering, was borne by some of the villagers. The sexton walked before with an air of cold indifference.

4. I approached the grave. The coffin was placed on the ground. On it were inscribed the name and age of the deceased: "George Somers, aged 26 years." The poor mother had been assisted to kneel down at the head of it. Her withered hands were clasped, as if in prayer; but I could perceive, by a feeble rocking of the body and a convulsive motion of the lips, that she was gazing on the last relics of her son with the yearnings of a mother's heart.

5. As the men approached with cords to lower the coffin into the grave, she wrung her hands, and broke into an agony of grief. The poor woman who attended her, took her by the arm, endeavored to raise her from the earth, and to whisper something like consolation. "Nay, now,—nay, now,—do n't take it so sorely to heart." But the mother could only shake her head, and wring her hands, as one not to be comforted.

6. As they lowered the body into the earth, the creaking of the cords seemed to agonize her; but when, on some accidental obstruction, there was a jostling of the coffin, all the tenderness of the mother

burst forth; as if any harm could come to him, who was far beyond the reach of worldly suffering.

7. I could see no more. I wandered to another part of the church-yard, where I remained until the funeral train had dispersed. It was some time before I left the place. On my way homeward, I met with the woman who had acted as comforter; she was just returning from accompanying the mother to her lonely habitation, and I drew from her some particulars connected with the affecting scene I had witnessed.

8. The parents of the deceased had resided in the village from childhood. They had inhabited one of the neatest cottages, and by various rural occupations, and the assistance of a small garden, had supported themselves creditably and comfortably, and led a happy and blameless life. They had one son, who had grown up to be the staff and the pride of their old age.

9. But unfortunately, this son was tempted, during a year of scarcity and agricultural hardship, to enter into the service of one of the small craft that plied on a neighboring river. He had not been long in this employ, when he was entrapped by a press-gang, and carried off to sea. His parents received tidings of his seizure, but beyond that they could learn nothing. It was the loss of their main prop. The father, who was already infirm, grew heartless and melancholy, and sunk into his grave. The widow, left lonely in her age and feebleness, could no longer support herself, and came upon the parish.

10. Time passed on, till one day she heard the cottage door, which faced the garden, suddenly open. A stranger came out, and seemed to be looking eagerly and wildly around. He was dressed in

seaman's clothes, was emaciated and ghastly pale, and bore the air of one broken by sickness and hardships. He saw his mother, and hastened toward her, but his steps were faint and faltering; he sunk on his knees before her, and sobbed like a child. The poor woman gazed upon him with a vacant and wandering eye. "Oh, my dear, dear mother! do n't you know your son? your poor boy, George?"

11. It was, indeed, the wreck of her once noble lad; who, shattered by wounds, by sickness, and foreign imprisonment, had at length dragged his wasted limbs homeward, to repose among the scenes of childhood. The rest of the story is soon told; for the young man lingered but a few weeks, and death came to his relief.

12. The next Sunday after the funeral I have described, I was at the village church; when to my surprise, I saw the poor old woman tottering down the aisle, to her accustomed seat on the steps of the altar. She had made an effort to put on something like mourning for her son; and nothing could be more touching than this struggle between pious affection and utter poverty; a black ribbon or so, a faded black handkerchief, and one or two more such humble attempts to express by outward signs, that grief which passes show.

13. When I looked round upon the storied monuments, the stately hatchments, the cold marble pomp, with which grandeur mourned magnificently over departed pride, and turned to this poor widow, bowed down by age and sorrow, at the altar of her God, and offering up the prayers and praises of a pious, though a broken heart, I felt that this living monument of real grief was worth them all.

14. I related her story to some of the wealthy

members of the congregation, and they were moved by it. They exerted themselves to render her situation more comfortable, and to lighten her afflictions. It was, however, but smoothing a few steps to the grave. In the course of a Sunday or two after, she was missed from her usual seat at church, and before I left the neighborhood, I heard with a feeling of satisfaction, that she had quietly breathed her last, and had gone to rejoin those she loved, in that world where sorrow is never known, and friends are never parted.

QUESTIONS. Will you repeat the rule referred to? What kind of composition is this piece? How should it be read? Should we always be kind to the poor?

LESSON LXII.

Spell and define.

1. Con-sult-á-tion, counseling together.
2. Cón-clave, a secret meeting.
3. Ag'-i-ta-ted, disturbed.
3. Con-fide, to trust in, or to.
6. Con-dúct-ed, guided, led.
6. E-vént, result.
6. Báf-fling, eluding as by stratagem, defeating.

ERRORS. 1. *Drectly* for *directly*; 2. *offcer* for *officer*; 3. *rose* for *arose*; 4. *sprise* for *surprise*; 7. *spected* for *suspected*.

DIRECTION. Before reading the following piece, see Rule 3, p. 52.

REVOLUTIONARY ANECDOTE.

1. WHEN the British army held possession of Philadelphia, General Howe's head-quarters were in Second street, the fourth door below Spruce. Directly opposite, resided William and Lydia Darrah, members of the society of Friends. A superior officer of the British army, believed to be the adjutant-general, fixed upon one of their chambers, a back room, for private conference, and two of the officers frequently met there, with fire and candles, in close consultation.

2. About the second of December, the adjutant-general told Lydia that they would be in the room at seven o'clock, and remain there late; and they wished the family to retire early to bed; adding, that when they were going away, they would call her to let them out, and extinguish their fire and candles. She accordingly sent all the family to bed; but as the officer had been so particular, her curiosity was excited; she took off her shoes, put her ear to the key-hole of the door, and overheard an order read, for all the British troops to march out late in the evening of the fourth, and attack the American army, then encamped at White Marsh.

3. On hearing this, she returned to her chamber, and laid down. Soon after, the officer knocked at the door, but she arose only at the third summons, feigning herself asleep. Her mind was so much agitated by what she had heard, that she could neither eat nor sleep; supposing it to be in her power to save the lives of thousands of her fellow-countrymen, but not knowing how to convey the information to General Washington, nor even daring to confide it to her husband. The time left, however, was short. She quickly determined to make her way, as soon as possible, to the American outposts.

4. She informed her family, that, as she was in want of flour, she would go to Frankford for some; her husband insisted that she should take her servant maid with her; but to his surprise she positively refused. She got access to General Howe, and solicited, what he readily granted, a pass through the British troops on the lines.

5. Leaving her bag at the mill, she hastened toward

the American lines, and encountered on her way an American lieutenant-colonel of the light horse, who, with some of his men, was on the look-out for information. He knew her, and inquired where she was going; she answered, in quest of her son, an officer in the American army, and prayed him to alight and walk with her. He did so, ordering his troops to keep in sight. To him she disclosed her secret, after having obtained from him a solemn promise that he would not betray her individually, as her life might be at stake with the British.

6. He conducted her to a house near at hand, ordered some refreshment for her, and hastened to head-quarters to acquaint General Washington with what he had heard. Washington, of course, made all necessary preparations for baffling the meditated surprise. Lydia returned home with her flour; sat up alone to watch the movements of the British troops, heard their footsteps as they moved out of the city; but when they returned, she did not dare to ask a question, though anxious to learn the event. The next evening, the adjutant-general came in and requested her to walk up to his room, as he wished to put some questions to her. She followed him in terror; and when, with an air of mystery, he requested her to be seated, she was sure she was either suspected or betrayed.

7. He inquired earnestly whether any of her family was up the last night when he and the other officer met. She told them they all retired at eight o'clock. He observed, "I know you were asleep, for I knocked at your chamber door three times, before you heard me. I am entirely at a loss to imagine who gave General Washington information of our intended

attack, unless the walls of the house could speak. When we arrived near White Marsh, we found all their cannon mounted, and the troops ready to receive us; and we have marched back like a parcel of fools."

QUESTIONS. What is the Rule referred to? Does it apply to this piece? How then should this piece be read? Will some one of the class relate the story in their own words.

LESSON LXIII.

Spell and define.

1. Con-cēit-ed, vain, egotistical.
1. Blade, (a gay, dashing fellow.)
2. Pért-er, more saucy.
2. Ac-qui-ésce, to remain satisfied with.
2. Tour, a roving journey.
2. Um'-pire, a judge.
9. Póth-er, bustle, tumult.
11. Pre-fērs, chooses.

ERRORS. 1. *Ben* for *been*; 2. *judgmunt* for *judgment*; 2. *frum* for *from*; 3. *wiles* for *wilds*; 9. *cretuns* for *creatures*.

DIRECTION. Before reading this piece, see Rule 2, page 49.

THE CHAMELEON; OR PERTINACITY EXPOSED.

1. OFT has it been my lot to mark
A proud, conceited, talking spark,
With eyes that hardly served at most,
To guard their master 'gainst a post;
Yet round the world the blade has been
To see whatever could be seen:

2. Returning from his finished tour,
Grown ten times perter than before;
Whatever word you chance to drop,
The traveled fool your mouth will stop;
"Sir, if my judgment you 'll allow —
I 've seen — and sure I ought to know"
So begs you 'd pay a due submission,
And acquiesce in his decision.

3. Two travelers of such a cast,
As o'er Arabia's wilds they passed,
And on their way, in friendly chat,
Now talked of this, and then of that,
Discoursed a while, 'mongst other matter,
Of the chameleon's form and nature.

4. "A stranger animal," cries one,
"Sure never lived beneath the sun!
A lizard's body, lean and long,
A fish's head, a serpent's tongue,
Its foot with triple claw disjoin'd;
And what a length of tail behind!
How slow its pace! and then its hue—
Who ever saw so fine a blue?"

5. "Hold there," the other quick replies,
"'T is green—I saw it with these eyes,
As late with open mouth it lay,
And warmed it in the sunny ray;
Stretched at its ease the beast I viewed,
And saw it eat the air for food."

6. "I 've seen it, friend, as well as you,
And must again affirm it blue.
At leisure I the beast surveyed,
Extended in the cooling shade."

7. "'T is green, 't is green, I can assure you."
"Green!" cries the other in a fury—
"Why, do you think I 've lost my eyes!"
"'T were no great loss," the friend replies,
"For if they always serve you thus,
You 'll find them but of little use."

8. So high at last the contest rose,
From words they almost came to blows;

When, luckily, came by a third;
To him the question they referred;
And begged he 'd tell them, if he knew,
Whether the thing was green or blue.

9. "Sirs," cries the umpire, "cease your pother,
The creature's neither one nor t' other.
I caught the animal last night,
And view'd it o'er, by candle-light;
I marked it well; 't was black as jet;
You stare; but, sirs, I've got it yet,
And can produce it." "Pray, then, do;
For I am sure the thing is blue."

10. "And I 'll engage that when you 've seen
The reptile, you 'll pronounce him green."
"Well, then, at once to ease the doubt,"
Replies the man, "I 'll turn him out.
And when before your eyes I 've set him,
If you do n't find him black, I 'll eat him!"

11. He said; then full before their sight
Produced the beast, and lo! 't was white!
Both stared; the man looked wondrous wise—
"My children," the chameleon cries,
(Then first the creature found a tongue,)
"You all are right, and all are wrong.
When next you talk of what you view,
Think others see as well as you;
Nor wonder, if you find that none
Prefers your eye-sight to his own."

QUESTIONS. Will you repeat the Rule referred to. Should this piece be read according to this Rule? What are we taught by this piece?

LESSON LXIV.

Spell and define.

1. In-cip-i-ent, beginning.
1. Trans-form-á-tions, changes of form.
2. Tér-pid, destitute of feeling.
3. Dis-pél, to drive away.
5. Vo-rá-cious, greedy to eat.
8. Búoy-ant, light.
10. Púl-ver-iz-ed, reduced to powder.
12. O-ri-ént-al, eastern.

Errors. 1. *Blongs* for *belongs*; 3. *busts* for *bursts*; 7. *cass* for *casts*; 10. *distinely* for *distinctly*; 12. *solitood* for *solitude*.

Direction. Avoid suppressing syllables or letters in pronunciation, or joining the last letter of a word with the one following. See Special Rules in Articulation, page 13.

THE BUTTERFLY.

1. The butterfly belongs to the third order of insects, and in endeavoring to give our readers a satisfactory account of it, we must necessarily commence with its incipient stages, describe the caterpillar from which it comes, and give some account of the transformations through which it passes.

2. The caterpillar is hatched from the egg of the butterfly, and comes forth in great numbers early in the spring, most of them from eggs which were deposited the preceding summer or autumn; but some live in their reptile form, in a torpid state, through the winter, and crawl from their retreat to feed on the earliest vegetables.

3. Many caterpillars assume the aurelian form late in autumn, and in this apparently lifeless state, spend the winter; but when the warm rays of the sun dispel the frosts and gloom, they also quicken the aurelia into life, and it bursts forth a beautiful butterfly.

4. In a few days it deposits its eggs, from which

an innumerable host of caterpillars soon make their appearance. A few butterflies live in a torpid state through the winter, and come forth, like those from the aurelia, early in the spring.

5. When the caterpillar first bursts from the egg, it is small and feeble; its appetite is proportionate to its size, and it eats but little, but it soon becomes extremely voracious, and when full grown, will eat double its weight of leaves in a day.

6. The body of the caterpillar is composed of rings, generally twelve in number. All along its sides are holes, through which it is supposed to breathe. There are nine of these holes on each side, and the caterpillar is supposed to have eighteen pairs of lungs, one for each of these breathing mouths.

7. One of the most remarkable things in the history of this insect, is its various transformations. It is first an egg, then a caterpillar, then an aurelia, or chrysalis, then a butterfly. While a caterpillar, it casts its skin, or throws off its old coat and puts on a new one several times. It is supposed to suffer considerable pain each time it throws off its old skin, for, when the time approaches, it ceases to eat, the colors become feeble, and the skin appears to wither and grow dry.

8. It becomes stupid, but at times lifts its head and moves it from side to side, as if in pain. It finally bursts its skin and comes forth with a new suit, frequently leaving the old one as perfect to appearance as when it was on the body of the caterpillar. But the great change is yet to come. It is to cease crawling upon the earth, and on buoyant wings be borne through the air.

9. Preparatory to this great change, it usually

quits the plant or tree on which it fed, or attaches itself to the stalk or stem more gladly than the leaves. It forsakes its food, and prepares by fasting, to undergo its transformation. Its colors become pale and faded, and it begins spinning a web or cone, to conceal it from sight; and after forcing the body into the form of a bow, and changing its skin for the last time, it appears almost in a lifeless state.

10. Thus stripped of its external covering, it becomes an aurelia, in which parts of the future butterfly may be distinctly seen; and in a short time it forms a complete cone or covering, composed of a slimy liquid, combined with sand, or the pulverized bark of trees.

11. In this abode it remains securely for days or months, until the animal principle is revived by the power of heat, when it bursts its coffin and comes forth a brilliant butterfly, with soft, downy wings of various hues, on which it floats lightly through the air.

12. The butterfly has six legs, two feelers, and extremely beautiful eyes, which are said to contain seventeen thousand two hundred and thirty-five magnifying lenses. It lightly flits from flower to flower, sipping their sweets for a few months, then, after depositing its eggs, dies, and turns to dust from whence it came. The butterfly makes one of the principal ornaments of oriental poetry; but in eastern countries it is larger and more beautiful than here. We all admire this beautiful insect, which serves to banish solitude from our walks, and cheer us on our journey to the tomb.

QUESTIONS. What is articulation? Which letters of the alphabet are vocals? Will you give their elements? Will you point out the vocals, and tell what sound each has in the words of the first verse? Will some one now give a history of the butterfly?

LESSON LXV.

Spell and define.

1. In-com-plète, not perfect.
1. Ac-cóm-plish-ments, attainments.
2. Flú-en-cy, smoothness.
3. Pi-á-no, a musical stringed instrument.
4. U-ni-vérs-al-ly, without exception.
5. Fág-ged, labored.

ERRORS. 1. *Twould* for *it would*; *varus* for *various*; 3. *must till* for *must still*; 5. *jegraphy* for *geography*.

DIRECTION. The reader may point out the emphatic words in this piece, and tell why they are emphatic. See Emphasis, page 23, and Rule I.

A FINISHED EDUCATION.

1. WELL, exclaimed a young lady, just returned from school, my education is at last finished!—indeed, it would be strange, if, after five years' hard application, any thing were left incomplete. Happily, that is all over now; and I have nothing to do, but to exercise my various accomplishments.

2. Let me see!—As to French, I am mistress of that, and speak it, if possible, with more fluency than English. Italian I can read with ease, and pronounce very well; as well, at least, as any of my friends; and that is all one need wish for in Italian. Music I have learned, till I am perfectly sick of it.

3. But, now that we have a grand piano, it will be delightful to play when we have company; I must still continue to practice a little;—the only thing, I think, that I need now improve myself in. And then there are my Italian songs! which every body allows

I sing with taste; and as it is what so few people can pretend to, I am particularly glad that I can.

4. My drawings are universally admired, especially the shells and flowers, which are beautiful, certainly. Besides this, I have a decided taste in all kinds of fancy ornaments. And then my dancing and waltzing —in which our master himself owned that he could take me no farther;—just the figure for it, certainly; it would be unpardonable if I did not excel.

5. As to common things, geography, and history, and poetry, and philosophy,—thank my stars, I have got through them all! so that I may consider myself not only perfectly accomplished, but also thoroughly well informed. Well, to be sure, how much I have fagged through!—the only wonder is, that one head can contain it all!

QUESTIONS. What is emphasis? How should emphatic words be pronounced in reading? Will you name the emphatic words in the last verse? What pause after philosophy in the last verse? What does it denote? Will your education be finished when you have done attending school? Are any too old or too wise to learn?

LESSON LXVI.

Spell and define.

Máj-es-ty, grandeur, or royal title.
Sus-pi-cious, indicating suspicion.
Cóurt-ier, one who frequents courts.
Bribe, a reward given to any one in order to influence his conduct.
En-ter-tain-ment, hospitable treatment.
Knight, a military attendant.
Re-quite, to reward.
Rév-e-nue, income (or salary.)
Crown, a silver coin of about the value of [a dollar.

Errors. *Somebudy* for *somebody*; *lastle* for *little*; *offrin* for *offering*; *leadin* for *leading*; *fores* for *forest*.

Direction. In reading this piece, consider the character and condition of the speakers, and endeavor to personate them.

THE MILLER.

King — Miller — Courtier.

King. [Enters alone, wrapped in a cloak.] No, no; this can be no public road, that's certain. I have lost my way, undoubtedly. Of what advantage is it now to be a king? Night shows me no respect; I cannot see better, nor walk so well as another man. When a king is lost in a wood, what is he more than other men? His wisdom knows not which is north and which is south; his power a beggar's dog would bark at, and the beggar himself would not bow to his greatness. And yet how often are we puffed up with these false attributes! Well, in losing the monarch, I have found the man. But hark! somebody sure is near. What is it best to do? Will my majesty protect me? No. Throw majesty aside then, and let manhood do it.

[Enter the miller.]

Miller. I believe I hear the rogue. Who's there?

King. No rogue, I assure you.

Miller. Little better, friend, I believe. Who fired that gun?

King. Not I, indeed.

Miller. You lie, I believe.

King. [Aside.] Lie, lie! how strange it seems to me to be talked to in this style. [Aloud.] Upon my word I do n't, sir.

Miller. Come, come, sir, confess; you have shot one of the king's deer, have n't you?

King. No, indeed; I owe the king more respect. I heard the report of a gun, to be sure, and was afraid some robbers might have been near.

Miller. I am not bound to believe this, friend. Pray, who are you? What 's your name?

King. Name!

Miller. Name! ay, name. You have a name, have n't you? Where do you come from? What is your business here?

King. These are questions I have not been used to, honest man.

Miller. May be so; but they are questions no honest man would be afraid to answer; so if you can give no better account of yourself, I shall make bold to take you along with me, if you please.

King. With you! what authority have you to —

Miller. The king's authority, if I must give you an account. Sir, I am John Cockle, the miller of Mansfield, one of his majesty's keepers in the forest of Sherwood, and I will let no suspicious fellow pass this way, unless he can give a better account of himself than you have done, I promise you.

King. Very well, sir; I am very glad to hear the king has so good an officer; and since I find you have

his authority, I will give you a better account of myself, if you will do me the favor to hear it.

Miller. You don't deserve it, I believe; but let me hear what you can say for yourself.

King. I have the honor to belong to the king as well as you, and perhaps should be as unwilling to see any wrong done him. I came down with him to hunt in this forest, and the chase leading us to-day a great way from home, I am benighted in this wood, and have lost my way.

Miller. This does not sound well; if you have been a hunting, pray where is your horse?

King. I have tired my horse so that he lay down under me, and I was obliged to leave him.

Miller. If I thought I might believe this, now.

King. I am not accustomed to lie, honest man.

Miller. What, do you live at court, and not lie! That 's a likely story, indeed!

King. Be that as it will, I speak truth now, I assure you; and to convince you of it, if you will attend me to Nottingham, or give me a night's lodging in your house, here is something to pay you for your trouble, [offering money,] and if that is not sufficient, I will satisfy you in the morning to your utmost desire.

Miller. Ay, now I am convinced you are a courtier; here is a little bribe for to-day, and a large promise for to-morrow, both in a breath. Here, take it again; John Cockle is no courtier. He can do what he ought without a bribe.

King. Thou art a very extraordinary man, I must confess, and I should be glad, methinks, to be further acquainted with thee.

Miller. I pray thee do n't thee and thou me, at

this rate. I suppose I am as good a man as yourself, at least.

King. Sir, I beg pardon.

Miller. Nay, I am not angry, friend; only I don't love to be too familiar with you, until I am satisfied as to your honesty.

King. You are right. But what am I to do?

Miller. You may do what you please. You are twelve miles from Nottingham, and all the way through this thick wood; but if you are resolved upon going thither to-night, I will put you in the road and direct you the best I can; or if you will accept of such poor entertainment as a miller can give, you shall be welcome to stay all night, and in the morning I will go with you myself.

King. And can not you go with me to-night.

Miller. I would not go with you to-night if you were the king himself.

King. Then I must go with you, I think.

[Enter a courtier in haste.]

Courtier. Ah! is your majesty safe? We have hunted the forest over to find you.

Miller. How! Are you the king? [Kneels.] Your majesty will pardon the ill usage you have received. [The king draws his sword.] His majesty surely will not kill a servant for doing his duty too faithfully.

King. No, my good fellow. So far from having any thing to pardon, I am much your debtor. I can not think but so good and honest a man will make a worthy and honorable knight. Rise, Sir John Cockle, and receive this sword as a badge of knighthood, and a pledge of my protection; and to support your nobility, and in some measure requite you for the

pleasure you have done us, a thousand crowns a year shall be your revenue.

QUESTIONS. What kind of composition is this piece? How should a dialogue be read? What are you taught by this dialogue?

LESSON LXVII.

Spell and define.

1. Tempt-á-tions, enticements.
3. Oc-ca-sion-al, (once in a while.)
10. Ar-tic-u-late, to speak distinctly.
13. Priv-i-leg-es, benefits or advantages.
13. Re-stráin-ed, kept in, or repressed.
13. En-vél-op-ed, wrapped, covered.
14. Dis-o-bé-dience, neglect or refusal to obey.
16. Cor-re-spónd-ing, answering to.
20. Fér-vent-ly, warmly.
24. Cón-se-crate, to dedicate.
24. Se-rén-i-ty, calmness.

ERRORS. 2. *ix* for *acts*; 3. *tempes* for *tempests*; 3. *stawms* for *storms*; 5. *bustin* for *bustling*; 6. *departer* for *departure*; 9. *diffikilty* for *difficulty*.

DIRECTION. Before reading this piece, see Accent, page 14.

LEAVING HOME.

1. THE lapse of years brought round the time when James was to go away from home. He was to leave the roof of a pious father to go out into the wide world to meet its temptations and contend with its storms; his heart was oppressed with the many emotions which were struggling there.

2. The day had come, in which he was to leave the fireside of so many enjoyments; the friends endeared to him by so many associations — so many acts of kindness. He was to bid adieu to his mother, that loved benefactor, who had protected him in sickness, and rejoiced with him in health.

3. He was to leave a father's protection, to go forth and act without an adviser, and rely upon his own unaided judgment. He was to bid farewell to brothers and sisters, no more to see them, but as an occasional visitor, at his paternal home. O, how cold and desolate did the wide world appear! How did his heart shrink from launching forth to meet its tempests and its storms!

4. But the hour had come for him to go, and he must suppress his emotions, and triumph over his reluctance. He went from room to room, looking, as for the last time, upon those scenes, to which imagination would so often recur, and where it would love to linger. The well-packed trunk was in the entry, waiting the arrival of the stage. Brothers and sisters were moving about, hardly knowing whether to smile or to cry.

5. The father sat at the window, humming a mournful air, as he was watching the approach of the stage, which was to bear his son away to take his place far from home, in the busy crowd of a bustling world.

6. The mother, with all the indescribable emotions of a mother's heart, was placing in a small bundle, a few little comforts, such as none but a mother would think of, and with most generous resolution endeavoring to preserve a cheerful countenance, that, as far as possible, she might preserve her son from unnecessary pain in the hour of departure.

7. "Here, my son," said she, "is a nice pair of stockings which will be soft and warm for your feet. I have run the heels for you, for I am afraid you will not find any one who will quite fill a mother's place."

8. The poor boy was overflowing with emotion, and did not dare to trust his voice with an attempt to reply.

9. "I have put a piece of cake here, for you may be hungry on the road, and I will put it in the top of the bundle, so that you can get it without any difficulty. And, in this needle-book, I have put up a few needles and some thread; for you may at times want some little stitch taken, and you will have no mother or sisters to go to."

10. The departing son could make no reply. He could restrain his emotion only by silence. At last the rumbling of the wheels of the stage was heard, and the four horses were reined up at the door. The boy endeavored by activity, in seeing his trunk and other baggage properly placed, to gain sufficient fortitude, to enable him to articulate his farewell. He, however, strove in vain.

11. He took his mother's hand. The tear glistened for a moment in her eye, and then silently rolled down her cheek. He struggled with all his energy to say good-bye, but he could not. In unbroken silence he shook her hand, and then in silence received the adieus of brothers and sisters, as one after another took the hand of their departing companion.

12. He then took the warm hand of his warm-hearted father. His father tried to smile, but it was the struggling smile of feelings, which would rather have vented themselves in tears. For a moment he said not a word, but retained the hand of his son, as he accompanied him out of the door to the stage. After a moment's silence, pressing his hand, he said,

"My son, you are now leaving us; you may forget your father and your mother, your brothers and your sisters, but O, do not forget your God!"

13. The stage door closed upon the boy. The crack of the driver's whip was heard, and the rumbling wheels bore him rapidly away from all the privileges, and all the happiness of his early home. His feelings, so long restrained, now burst out, and sinking back upon his seat, he enveloped himself in his cloak, and burst into tears.

14. Hour after hour the stage rolled on. Passengers entered and left; but the boy (perhaps I ought rather to call him the young man) was almost insensible to every thing that passed. He sat in sadness and in silence, in the corner of the stage, thinking of the loved home he had left. Memory ran back through all the years of his childhood, lingering here and there, with pain, upon an act of disobedience, and recalling an occasional word of unkindness.

15. All his life seemed to be passing in review before him, from the first years of his conscious existence, to the hour of his departure from his home. He had always heard the morning and evening prayer. He had always witnessed the power of religion, exemplified in all the duties of life.

16. And the undoubted sincerity of a father's language, confirmed as it had been by years of corresponding practice, produced an impression upon his mind too powerful to be ever effaced. His parting words, "My son, you may forget father and mother, you may forget brothers and sisters, but O, do not forget your God," sunk deep into his heart.

17. It was midnight before the stage stopped, to give

him a little rest. He was then more than a hundred miles from home. But still his father's last words were ringing in his ears. He was conducted up several flights of stairs, to a chamber in a crowded hotel. After a short prayer, he threw himself upon the bed, and endeavored to obtain a little sleep. But his excited imagination ran back to the home he had left.

18. Again he was seated by the fireside. Again he heard the soothing tones of his kind mother's voice, and sat by his father's side. In the vagaries of his dream, he again went through the scene of parting, and wept in his sleep, as he bade adieu to brothers and sisters, and heard a father's parting advice, "O, my son, forget not your God."

19. But little refreshment could be derived from such sleep. And, indeed, he had been scarcely an hour upon his bed, before some one knocked at the door and placed a lamp in his room, saying, "It is time to get up, sir; the stage is almost ready to go."

20. He hastily rose from his bed, and after imploring a blessing upon himself, and fervently commending to God his far-distant friends, now quietly sleeping in that happy home which he had left for ever, he hastened down stairs, and soon again was rapidly borne away by the fleet horses of the mail coach.

21. It was a clear autumnal morning. The stars shone brightly in the sky, and the thoughts of the lonely wanderer were irresistibly carried to that home beyond the stars, and to that God whom his father had so affectingly entreated him not to forget. He succeeded, however, in getting a few moments of troubled sleep, as the stage rolled on; but his

thoughts were still reverting, whether asleep or awake, to the home left far behind.

22. Just as the sun was going down the western hills, at the close of the day, he alighted from the stage, in the village of strangers, in which he was to find his new home. Not an individual there had he ever seen before.

23. Many a pensive evening did he pass, thinking of absent friends. Many a lonely walk did he take, while his thoughts were far away among the scenes of his childhood. And when the winter evenings came, with the cheerful blaze of the fireside, often did he think, with a sigh, of the loved and happy group encircling his father's fireside, and sharing those joys he had left forever.

24. But a father's parting words did not leave his mind. There they remained. And they, in connection with other events, rendered effectual by the Spirit of God, induced him to endeavor to consecrate his life to his Maker's service In the hope of again meeting beloved parents and friends in that home, which is prepared for the just in the paradise above, he found a solace which could nowhere else be obtained, and was enabled to go on, in the discharge of the duties of life, with serenity and peace.

25. Reader, you must soon leave your home, and leave it forever. The privileges and the joys you are now partaking, will soon pass away. And, when you have gone forth into the wide world, and feel the want of a father's care, and of a mother's love, then will all the scenes you have passed through, return freshly to your mind, and the remembrance of every unkind word, or look, or thought will give you pain.

26. Try, then, to be an affectionate and obedient child. Cultivate those virtues which will prepare you for usefulness and happiness in your maturer years, and, above all, make it your object to prepare for that happy home above, where sickness can never enter, and sorrow can never come.

27. How dear to my heart are the scenes of my childhood,
When fond recollection presents them to view!
The orchard, the meadow, the deep-tangled wildwood,
And every loved spot which my infancy knew;
The wide-spreading pond, and the mill that stood by it,
The bridge and the rock where the cataract fell;
The cot of my father, the dairy-house nigh it,
And e'en the rude bucket which hung in the well!

QUESTIONS. What is accent? What is the rule? Which syllable in the word *enjoyments* takes the accent? In benefactor? In kindness? In imagination? In suppress? What is the subject of this piece? Will you relate the story? Ought not all children to try to do as well as James did?

LESSON LXVIII.

Spell and define.

1. Rá-di-ant, shining.
1. Fire-flies, insects that emit light.
1. Myr'-tle, a kind of shrub.
2. Glit-ter-ing, sparkling.
3. Rú-by, a precious stone.
3. Dí-a-mond, the most valuable of all stones or gems.
3. Strand, a shore.
4. Fáde-less, unfading.

THE BETTER LAND.

1. "I HEAR thee speak of the better land;
Thou call'st its children a happy band;
Mother! O, where is that radiant shore?
Shall we not seek it, and weep no more?

Is it where the flower of the orange blows?"
And the fire-flies glance through the myrtle boughs?"
"Not there, not there, my child!"

2. "Is it where the feathery palm trees rise,
And the date grows ripe under sunny skies?
Or 'midst the green islands of glittering seas,
Where fragrant forests perfume the breeze,
And strange bright birds on their starry wings,
Bear the rich hues of all glorious things?"
"Not there, not there, my child!"

3. "Is it far away, in some region old,
Where the rivers wander o'er sands of gold?
Where the burning rays of the ruby shine,
And the diamond lights up the secret mine,
And the pearl gleams forth from the coral strand?
Is it there, sweet mother, that better land?"
"Not there, not there, my child!"

4. "Eye hath not seen it, my gentle boy!
Ear hath not heard its deep songs of joy;
Dreams can not picture a world so fair—
Sorrow and death may not enter there;
Time doth not breathe on its fadeless bloom,
For beyond the clouds, and beyond the tomb,
It is there, it is there, my child!"

QUESTIONS. What is the subject of this piece? What place is here meant by the better land? Where is it said to be? Ought we all to seek it?

LESSON LXIX.

Spell and define.

1. Ap-pré-ciate, to estimate justly.
1. Dénse-ly, thickly, closely.
3. Ac-cú-mu-la-ting, increasing.
4. Im-mác-u-late, spotless.
5. Al-lúre-ments, temptations of pleasure.
5. En-grós, (engage your attention.)
5. Sál-u-ta-ry, safe, beneficial.
5. Múrk-y, dark, cloudy.

ADVICE TO YOUTH.

1. To my young readers, I desire to say a few words. Listen to an aged man, who feels a deep interest in your welfare, and well remembers when he was young, and can appreciate the increasing dangers to which you are exposed, as our country becomes more densely populated.

2. Love, honor, and obey your parents. From them you received the first kind attentions of humanity. By them you have been fed, clothed, and preserved, under God, from your helpless infancy, to the present moment.

3. During your more tender age, when you knew no care, felt no anxiety, and realized no blessings; their anxiety, care, and love, impelled them to watch over you, and provide for your numerous and accumulating wants. They first opened the quarry of ignorance in which your intellect lay concealed, and aided in bringing your mental powers from the darkness of nature, to the light of intelligence.

4. If your parents are Christians, they have taught you the necessity of shunning all vice, and reposing your trust in the immaculate Redeemer. For all this, your hearts should swell with gratitude; you

owe them a debt you can best pay, by loving, honoring, and obeying them, and departing from all evil, and walking in the ways of wisdom, virtue, and truth.

5. Improve your minds by acquiring a good store of useful knowledge. If the tree put forth no blossoms in the spring, we gather no fruit in autumn. If the spring time of your lives passes without improvement; if the vain allurements and trifling amusements of this deceitful and deceiving world engross your minds, to the exclusion of salutary improvement, the darkness of ignorance will remain stamped upon your mental powers, and will most likely push you into the murky waters of shame and disgrace.

6. At the week-day and Sabbath-school, improve your time, love your teacher and fellow schoolmates, endeavor to be first in your class, live in harmony and peace with every one, shun all vice, resist every temptation to do wrong; and bear strongly in mind, that you will soon take our places—become fathers, mothers, teachers, ministers, statesmen, governors, presidents—and that the reponsibility of preserving our country and nation will soon devolve on you.

7. Let these reflections raise you above the trifles that only amuse without benefiting you; learn to be men and women while you are boys and girls. Above all, study the Bible—seek religion, and remember your Creator in the days of your youth, that your years may be long, prosperous, useful, and happy.

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